TEACHERS HELPING TEACHERS

An Evaluation of the

INTERNATIONAL DEVELOPMENT ASSISTANCE PROGRAM

of the

CANADIAN TEACHERS' FEDERATION

by

George E. Richert

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George E. Richert
October 1986

FOREWORD

The Trustees of the Canadian Teachers' Federation Trust Fund decided in 1983 to secure the services of an external evaluator to advise them and staff regarding the quality of development assistance programming during the period 1984 to 1986 inclusive. Dr. George Richert, former Dean and, currently, Professor of Education at the University of Regina, Canada, was selected.

In addition to the work described in this report, Dr. Richert regularly attended the quarterly meetings of Trustees, at each of which he reported to Trustees and regularly proffered welcome observations and advice. Both Trustees and staff are grateful for all the contributions he made. I am especially beholden to George for the extraordinary response he made to the program when I was incapacitated for two months in 1985.

This report, Teachers Helping Teachers, is Dr. Richert's final report to the Trustees and is an amalgam of all his interim reports plus the observations and recommendations that are possible only retrospectively.

Robert M. Barker
Director, CTF International Programs

October 1986

CHAPTER I

THE CONTEXT

INTRODUCTION

The three main objectives of the Canadian Teachers' Federation's International Development Assistance Program (IDAP) are:

- to assist teacher organizations in improving and strengthening their structures and activities;

- through teacher organizations, to assist teachers in developing countries to upgrade their competence through in-service courses;

- to foster understanding and goodwill among teachers.

The first two of the above objectives carry with them the implicit assumption that a strong teachers' organization and a highly qualified teaching force will improve the educational system in any country. Therefore, CTF has evolved its IDAP over the years by responding to the need for academic upgrading of teachers, developing leadership potential of individuals and assisting in the development of an organizational capacity. The first two can be seen as professional development, the latter as the organizational equivalent -- organizational development.

The IDAP follows a responsive model, that is, the projects are basically initiated by the recipient country, with CTF responding to the requests. There are, of course, discussions that take place between the two parties and that affect the shape of the program but, by and large, the program is determined by the requests.

The program now has a history of 25 years. The strength of the program is due, in part at least, to the fact that it has concentrated on human resource development and that management has been efficient and effective. It is efficient in that it utilizes CTF's Member organizations to select many participants, it has a highly dedicated staff in the International Programs office, and a network of communication has been built up over the years between CTF and teacher organizations in developing countries. It is effective in that the overall objectives have been and continue to be met.

Canadian teachers and their organizations are proud of the fact that they contribute substantially to the program, not just in terms of time and effort but also in dollar terms. Up to and including 1986, the program has asked for and received matching funds from only the Canadian International Development Agency (CIDA). This, in effect, means that the program is largely determined, and limited, by the dollars that the teachers of Canada allocate to it.

The fact that the program has been so well received by the developing countries has led to many more requests than can be met. The dollar costs of the requests for 1986 exceeded the funds available by more than $1 million. Obviously, the needs in the developing countries are great and a climate of 'expectation' — of CTF being willing and able to assist -- has been established. Also, it is obvious that organizations are of the opinion that a human resource development program can assist greatly in meeting their needs.

THE REPORT

Selection of Projects

When CTF decided to request an outside evaluator to report on the IDAP, the first order of business was to select the projects to be evaluated and the procedures to be used. It should be noted that CTF staff and Trustees also conduct 'planning and evaluation' visits; therefore, the final selection for this report took these visits into consideration. For example, staff recently visited East Africa and Francophone Africa, so the evaluator did not visit these areas.

There was also an attempt to spread the visits geographically and by category of project. The length of association with CTF was also considered.

1. Countries Visited:
   - (a) Africa: Cameroon, The Gambia, Sierra Leone
   - (b) Asia: India, Thailand
   - (c) The Caribbean: Antigua, St. Kitts, St. Lucia

2. Category of Project:
   - (a) Professional Development: Cameroon, The Gambia, India, St. Lucia
   - (b) Organizational Development: Antigua, India, St. Kitts, Thailand

3. Some of the countries had been associated with the IDAP for many years (The Gambia, Thailand), while some were relative newcomers to the program (Cameroon), and one was looking for organizational assistance (St. Kitts).

Procedures

1. Because of the evaluator's interest in the 'type' of person who volunteers to spend some time in a developing country, two standardized questionnaires were administered to all Projects Overseas participants in 1984, 1985 and 1986. An analysis of the results is found later in this report (Appendix A).

2. The development of the English Language Training Centre (ELTC) by the Private School Teachers' Association of Thailand (PSTAT) was treated somewhat like a case study in that its development was followed for a three-year period.

3. Of the countries visited, The Gambia and Sierra Leone were the two countries in which the Academic and Professional Upgrading (APU) Program appeared to have contributed substantially to the studies and overall role of the teacher organization. An attempt was made to understand the impact of the APU on the teacher organizations.

4. Some of the past recipients of the CTF-John M. Thompson Fellowship were interviewed. This program brings teacher organization leaders to Canada for a one-month Teacher Organization School.

5. The evaluator had the opportunity of attending a seminar in New Delhi sponsored by the World Confederation of Organizations of the Teaching Profession (WCOTP) with the All India Primary Teachers' Federation (AIPTF). CTF will be involved in assisting in the strengthening of AIPTF in seven of the northern states. This program has begun.

6. The writer was privileged to attend meetings of the Trustees during the two and a half years involvement. This opportunity provided insight into the program issues as well as the decision-making process. It also gave the writer a basis for answering questions asked of him during visits to recipient countries, which was very helpful in developing a mutual understanding of the issues involved in the evaluation process.

What This Evaluation Is Not

1. It was not meant to be and is not a financial statement or audit.

2. It was not an examination of the Canadian procedures and program organization.

3. There was no 'summative' evaluation statement made after any visit, nor is there any in the report, except for a general statement in Chapter IV.

Self-Evaluation

The program in Cameroon was one of the most interesting and promising because, from the beginning, it included an evaluation component. Dr. Elias M. Nwana, from the École Normale Supérieure, Bamili, and Patrick Mbunwe-Samba, President of the Association for Creative Teaching (ACT), conducted and published an evaluation. They chose a sample of 100 teachers (out of a total of 1,500 participants), who were then visited by a team. They were attempting to determine whether teachers were using the skills and knowledge they had acquired during the in-service programs. This type of evaluation is the most valid measure of the impact of an in-service training program -- do people use what they learned? The report suggests a 'tremendous impact' in the schools.

In The Gambia, the 'evaluation' was not as scientific or as thorough as in Cameroon. Nevertheless, significant decisions have emerged, in that the summer in-service will now be a part of the certification process. Also, Ministry officials and The Gambia Teachers' Union (GTU) are monitoring the graduates of the continuous in-service project in which CTF was involved (Project Overseas II). This is an extremely important and significant development in an economically-poor country such as The Gambia.

Basically, engaging in evaluation-type activities builds organizational capability and thus will assist the organization in dealing more positively with other situations. Furthermore, the organizations can then determine whether their own objectives are being met. Such activities are to be encouraged.

CTF Evaluation

For internal usage and reporting to CIDA, the International Programs staff publishes a Technical Report every year. As a part of this report, the staff includes a brief section on each Project Overseas team, in which it offers an opinion regarding the effectiveness of the program. This is done by those staff members who have a good knowledge of the various countries' situations and a familiarity with the total program. This section is written after the CTF team has reported and after correspondence with the developing country.

As mentioned earlier, the staff also makes planning and evaluation tours every year. This means that there is some ongoing evaluation at all times. Also, according to CTF policy, a Trustee usually attempts to accompany a staff member on one of these trips; however, this is not always possible.

CTF's International Development Assistance Program

CTF responds to requests for assistance from teachers and teacher organizations. The recipient organizations must identify the need, organize the program and assist with the leadership activities. (The exception is the CTF-John M. Thompson Fellowship Program.) CTF basically provides resources and program ideas.

The IDAP program, which began with the sending of two teachers to Nigeria in 1962 to assist with an in-service course, has certainly become very diverse, although the largest single program item is still Academic and Professional Upgrading (Project Overseas). Below is a brief description of the various program components.

1. Academic and Professional Upgrading (APU)

   Every year about 70-80 Canadian teachers are assigned to leadership roles in summer in-service courses in some 20 to 25 countries (Project Overseas I). In special instances teachers or retired teachers have also been sent overseas during the school year (Project Overseas II). (Appendix B contains more detail.)

2. Organizational and Professional Development (OPD)

   The IDAP has subsidized projects in about 30 different countries. Examples include paying the salary of a full-time secretary for a teachers' organization, purchasing equipment or a vehicle, or meeting the costs of running a seminar.

3. Leadership Training and Fellowships (LTF)

   This component assists in establishing leadership training seminars, in that it will subsidize the expenses involved and, possibly, also provide resource persons. In addition, it may subsidize projects initiated by WCOTP.

4. CTF-John M. Thompson Fellowship Program

This program is named after the late Secretary General of WCOTP. It is basically a Teacher Organization School in Canada designed to provide members, staff or elected officers of teacher organizations in developing countries with an opportunity to acquire some of the expertise they need to perform their work. While this program is directed at Anglophones, a system of 'fraternal visits' for Francophone Africa was established and is now undergoing revision. A Spanish-language fellowship is also envisaged.

5. Development Education

CTF is encouraging all former IDAP participants to expend some effort in informing other Canadians about development issues. Some funds have been allocated for this.

Evaluation

There have been previous efforts to evaluate the IDAP program. However, their time span was much more limited than this particular effort. By spreading the visits over three years, it was possible to spend more time with each project and, in fact, to follow one project over the three years.

The particular focus of this evaluation has been 'formative' in nature rather than 'summative.' In other words, the main question was: What can CTF do to improve its efforts in meeting its own and the host country's objectives? The question of whether a project should continue or not was never an issue.

It was most surprising to the evaluator that there were virtually no models or standard procedures to follow, no universals. That is not to say that there are no evaluation projects; there are many. But each seems to have its own particular procedure, format and objectives.

Therefore, the basic format for this report is as follows:

Chapter I - Establishes the Context
Chapter II - Discusses Three Development Issues
Chapter III - Specific Project Reports
Chapter IV - Summary and Recommendations.

CHAPTER II

CTF AND DEVELOPMENT AID

It is both very easy and very difficult to write or make some comments about international development aid. It is easy in that there are so many ongoing aid projects designed to meet nearly any conceivable objective; it is difficult in that the area is very complex because of the interaction of a multiplicity of factors.

Development aid must be seen as a long-term process in which results may not be evident for many years -- often several generations. There are instances where different development projects work at cross-purposes; for example, in order for a country to be eligible for economic aid, it may have to cut back expenditures on services like education and other social measures. In other words, to readjust an external equilibrium we make it necessary to throw the internal equilibrium out of balance. Such actions are contradictions to our stated purpose of aid and of course make development an even longer-term proposition. Also, there may be a large number of different development agencies working in one country with a variety of different government ministries. The concerns of the development agencies are probably genuine, but in some instances, the sheer number of agencies, possibly with different development concepts, may create a very complicated coordination problem for the recipient country.

The above are only three of the many factors that make development aid a complex issue. Each of these factors, as well as others, deserves considerably more thought and analysis than can be given in this report.

There are three other issues that bear more specifically on the CTF programs and this report. They are:

1. The policy issues confronting the CTF Trustees in decision making;

2. The role of human resource development in international aid; and

3. The evaluation of projects.

Policy Issues

Over the past several years, the Trustees have made considerable efforts to strengthen and improve their decision-making process. This has been necessitated both by the complexities of the projects submitted and by the sheer number of requests. Therefore, there has been a deliberate focus on the broader policy issues and less emphasis on the details or administrative concerns. Of course, the Trustees bear the ultimate responsibility for the totality of the program and can involve themselves in any and all matters; however, if too much effort and time are spent on administrative concerns, the policy issues may be left to the staff. This is not fair to either Trustees or staff! The Trustees' efforts to concentrate on policy are commendable. The following are some of the policy issues, as observed over the past 30 months.

1. All approved projects have a direct link with teachers and, in the vast majority of instances, with teacher organizations. There is also a practice of cooperation with 'non-organized' groups of teachers or with ministries of education, but the project must be of benefit to teachers.

2. Criteria used in responding to requests (project initiation and continuation):

   (a) The first criterion is that there be a request for assistance.

   (b) Priority is given to teacher organizations that are WCOTP members.

   (c) A variety of factors are taken into consideration when deciding upon a response to a request:

   - development statistics (literacy, income per capita, etc.);
   - special needs;
   - the general needs of teacher organizations, both in terms of organization and leadership;
   - the needs of teachers for in-service and upgrading;
   - the contribution of the national teachers' organization to the project;
   - other?

   Tom Bediako, a part-time CTF representative in West Africa and General Secretary of the All Africa Teachers' Organization (AATO), believes the following criteria are relevant:

   - level of development of the teachers' organization;
   - wealth of the country;
   - potential for development;
   - multiplier effect;
   - making organizations more self-reliant;
   - local contribution and planning.

3. Criteria used in terminating projects:[1]

   (a) no request was received;
   (b) the national contribution falls significantly short of requirements;
   (c) the objectives have been achieved;
   (d) insufficient IDAP resources are available;
   (e) country conditions are such that it might be inappropriate to send resources.

[1]These come from a perusal of the files.

4. Distribution of resources by sub-program.

The difficulties encountered in balancing the distribution of resources are compounded by the very factors that inspire the program: in many countries the majority of teachers are unqualified and need academic and professional upgrading; the commitment to strengthening the organizational capacity of the teachers' organization; and the necessity for developing teachers to head the organization. Not only does there need to be a balance in the overall distribution of the IDAP, there needs to be a recognition that, over a period of time, there should generally be a balance within each country.

An examination of the annual General Reports for the past number of years indicates a gradual decline in the percentage of total funds spent on Academic and Professional Upgrading (APU), with nearly a corresponding increase in the combined areas of Leadership Training and Fellowships (LTF) and Organizational and Professional Development (OPD).

The APU portion of the program should remain significant for several reasons:

(a) The large number of unqualified teachers in many countries.

(b) A key to development is the human interaction between Canadian teachers and teachers in developing countries; the role that such relationships play in international understanding and peace should not be underestimated.

(c) Canadian teachers learn from their experiences and bring this learning back to their own classrooms. This is important in helping Canadian students understand development issues and global problems. In the aid process, learning is a 'two-way street.'

5. Distribution of resources by geographic/linguistic sectors.

When one examines development statistics, it becomes obvious that many African countries, along with India, Bangladesh and Nepal, are in greatest need of assistance. In Africa, the francophone countries particularly are in greatest need of aid. However, the consideration of this criterion must be balanced by the 'political' necessity of assisting all sectors that need assistance -- even expanding the program to South and Central America.

6. Long-term projects.

Because CIDA funds have been allocated in three-year cycles, only a limited number of long-term (three- to five-year) commitments have been made -- and budget allocations are generally made on a yearly basis. Longer-term projects usually have a very positive effect in strengthening the teachers' organization by putting into place

structures that will allow the organization to better meet its own needs. For example, CTF is cooperating with WCOTP and two Scandinavian teacher organizations to strengthen the All India Primary Teachers' Federation (AIPTF). Two factors make this a longer-term project: the sheer number of teachers involved and the limited resources that can be allocated by the donor organizations in any given year.

In the APU program, there are countries where assistance will be needed for the foreseeable future. As a matter of fact, in-service in all countries is a never-ending process.

With respect to the OPD program, the developing organizations are often in a 'Catch-22' situation: Teachers are reluctant to join unless membership will benefit them; the organization has difficulty providing benefits if it doesn't have sufficient membership and dynamic leadership.

The Trustees have, over the previous year, thoroughly discussed the above policy issues and are in the process of developing concrete policy resolutions to guide their future decision making. (It should also be noted that, for the next decade, a high priority will be given to projects that address the educational needs of women.)

The statements or papers in which the policy concepts are enunciated are attached in Appendix C.

The adoption of concrete policy statements will enhance decision making, and is an important factor in accountability.

Development Assistance and Human Resource Development

EDUCATION IS A BASIC HUMAN RIGHT. This is a philosophical statement that has been accepted by most countries and, certainly, by international development agencies. Yet, as the President of WCOTP pointed out in his statement to the UNESCO General Conference in 1985, international agencies are insisting on 'adjustment' policies as a condition of rescheduling debt payments. Such adjustment policies include cuts in expenditure on health and education. The Gambia, for example, recently released 20 percent of its teaching force to meet International Monetary Fund (IMF) conditions. Such action by the IMF can lead to the conclusion that its policies are designed to keep developing countries dependent on 'Northern' (western) institutions, technology, experts and, generally, AID.

How is it possible for a developing country to increase the percentage of people having post-secondary education, or even just the literacy level, not to mention the advancement of scientific and technological knowledge? It is very frustrating for CTF to have worked with The Gambia Teachers' Union to improve the educational system, only to have another authority impose a condition that will significantly retard the quality of the educational system.

Samir Amin, Director of UNITAR's 'Strategies for the Future of Africa' program, is quoted in the July 1985 issue of The IDRC Reports:

> On the economic level, the main option resorted to by the West as a whole ... consists of imposing IMF policy. That policy is to reestablish equilibrium in a way that is entirely negative as far as the majority of people is concerned, by applying so called "true prices." Internal social inequality is increased so as to reestablish the external equilibrium.[1]

Also, aid has become, or is becoming in some donor countries, an instrument of domestic economic policy, particularly where it imposes on the recipient country the condition of purchases in the donor country. In some instances such purchases may be legitimate, but to impose it as a condition is certainly, in the writer's opinion, a corruption of the development process.

As one African representative said in Ottawa, after reflecting on the Canadian Aid-Trade proposal: "We know what this would really mean -- less for our countries."[2]

Such policies reflect negatively on the reputation of donor countries and agencies. There are however many non-governmental agencies that, at least partially, offset the negative reputation. Most of these agencies use the basic criterion of benefits to the recipient countries for their projects. Their projects are mostly small (limited capital) development ventures and/or human resource development. CTF is in the latter category.

CTF does believe that education is a basic human right for all people. The implications from CTF's point of view are:

- sufficient physical facilities
- adequate learning resources
- a qualified teaching force
- a vibrant teachers' organization which has
- dynamic leadership.

Since CTF cannot operate in the first two areas, it concentrates on the last three. It is one of the few members of WCOTP that considers that it has a responsibility to work with teacher organizations and colleagues in developing countries. It is well suited to deliver the program that has evolved over the past 25 years, in that a trained Canadian teaching

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[1] Danièle Blain, "Popular Development," The IDRC Reports. Volume 14, Number 2, July, 1985. pp 9-10.

[2] "The African Crisis: Lessons and Questions for Canadian Aid," Review '84, Outlook '85. North-South Institute, Ottawa, Canada. p. 8.

force of some 220,000 and 14 Member organizations in the provinces and territories are readily available resources. The writer has been convinced for many years that human resource development is an absolutely essential component of the development process and has been too much neglected by aid agencies.

Evaluation

A 1986 publication on aid evaluation by the Organization for Economic Cooperation and Development (OECD) lists four broad purposes of evaluation (page 9):

1. Address the concerns of decision making and operational units.

2. Demonstrate the impact of external constraints.

3. Compare ways of goal attainment.

4. Provide information about assistance to the broader political community.

It further suggests that evaluation is a continuing process of description and analysis of assistance activities. A most important point is a growing emphasis on the impact of projects, rather than only on how well they achieve their goals. This includes the impact (positive and negative) on beneficiaries, on institutional capacity in the host country, and on indirect and second-round effects. (p. 10)

The publication also discusses the nature and volume of evaluation activity, indicating that it is nearly as costly to evaluate small projects as larger ones. Therefore, mostly large projects are evaluated. Where sub-sector topics are evaluated, they are more apt to focus on policy issues than on implementation -- making it easier to move toward increasing program aid as an alternative to project aid. (p. 17)

There is also the statement that it is not necessary to evaluate all projects. (p. 12) There is always the trade-off between evaluating many projects, and a more in-depth analysis of a few.

IMTEC, a Norwegian foundation pursuing development work in teacher education in Indonesia, has approached evaluation in a number of different ways:

1. It has identified four major phases:
   (a) Needs Assessment
   (b) Program Planning
   (c) Formative Evaluation
   (d) Summative Evaluation

   With each of the phases, four questions are asked: What is it? Who does it? When is it done? Who gets the information?

2. The Stufflebean Model of Context, Inputs, Processes and Products was found useful in description and analysis. Within this model, they devised an "Input-Product Diad Chain," with the processes yielding the product from the input.

3. They also presented to the Indonesian team the tradition of evaluation in the 'Western' countries:

   (a) The Psychometric - focus on the individual
   (b) The Whole Person - cognitive, affective and motor skills
   (c) Sociological - focus on the group
   (d) Historical/Anthropological - focus on the unique/case studies

There are basically two kinds of evaluation: formative and summative, sometimes referred to respectively as mid-term and ex-post. The formative, or mid-term, is usually designed to determine whether objectives are being met, to determine whether conditions are changing, and whether changes should be made. Generally, the key question is: How can the program be improved to better meet the objectives? or How can we get a more effective input?

Summative evaluation usually occurs near the end of a program and may take into consideration the broader policy environment (although the formative process can include this as well) in both recipient and donor countries and may also assess the longer-term impact of assistance.

Evaluation should be designed to be of maximum benefit to recipient countries; it is their development that is the reason for assistance.

The formative approach was deemed more appropriate for this study. In all instances, the key question was: What can CTF do to better assist you (the recipient organization) to meet your needs?

In the process of seeking answers to this question, the discussions were always rather wide-ranging, including such topics as:

- What are the needs? the aspirations?
- What have we accomplished?
- How can we (the recipients) better organize ourselves?
- What varied resources are available?
- What are the specific plans for the next several years?
- What has been the impact of the program? - on the teaching force? - on the organization?

After the individual country reports in Chapter III, there is an attempt in the final chapter to make a general 'summative' statement: Has the IDAP met the three objectives stated at the outset of Chapter I?

Summary

As stated at the beginning of the chapter, it is both easy and difficult to comment on international development aid. The writer felt that a number of the papers dealing with the policy issues, since they are CTF-specific, should be included in an appendix. Also, the paper by Tom Bediako (Appendix D) supports the findings of this report; this is significant since it comes from a very distinguished African teacher organization statesperson.

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CHAPTER III

COUNTRY REPORTS

This chapter contains the reports on the individual countries visited:

Africa

Cameroon
The Gambia
Sierra Leone

Asia

India
Thailand

The Caribbean

Antigua
St. Kitts
St. Lucia

CAMEROON

Introduction

The Republic of Cameroon is among the middle-sized countries of sub-Sahara Africa. It has an area of 475,439 km^2 and a population of 9.7 million. The gross national product (GNP) per capita is US$880; life expectancy is 50 years; the literacy rate is 65 percent. It has a diversified economy: agriculture, forestry, fishing, mining and petroleum are the main components. The country has two English-speaking provinces; thus, it has two official languages, English and French. It also has common boundaries with six other countries.

Education

The education system is composed of a combination of publicly- and privately-owned schools, with the private schools belonging mostly to church organizations. Table 1 gives 1981-82 information:

Table 1 - Cameroon Education Statistics

	No. of Schools	No. of Students	Total No. of Teachers
Primary/Public	3,569	934,551	26,763
/Private	1,579	509,177	
Secondary/Public	142	97,931	5,940
/Private	192	82,317	
Technical/Public	35	16,970	2,230
/Private	133	42,320	

In the South West province, which was the site of the program visited, the following statistics were provided (1982-83):

Table 2 - Education Statistics -- South West Province

	Government	Catholic	Presbyterian	Baptist	Lay Private	World Wide Mission
Primary	206	81	56	20	2	—
Secondary	13	8	2	2	13	1

Source: Annual Report of the Provincial Delegation of National Education, South West Province -- 1982-83.

In the 365 primary schools in the South West province, there was a total of 143,019 pupils and 2,865 teachers (PTR = 49.9:1).

CTF Assistance Programs

In 1966 and 1980, teams went to Cameroon to work with the National Union of Cameroon Teachers. The first venture with the Association for Creative Teaching (ACT) was in 1983. ACT is a part of a larger project, sponsored by CIDA, between the University of Guelph, in Canada, and the University of Yaoundé. ACT operates in the two English-speaking provinces (South West and North West). Including 1985, a total of 10 Canadian teachers and 725 Cameroonian participants have been involved. The response by the participants to the program was overwhelmingly 'very good' or 'excellent.'

Part of the incentive for the creation of the Association for Creative Teaching was the fact that there was a paucity of materials in the area of Cameroon studies. A main thrust of ACT is to assist students and teachers in developing such materials. I was informed that 'Cameroon Studies' really only got started in 1968; prior to that, students learned very little about the culture and history of their own country.

In 1985, the town of Buea, in the South West province, was one of the course sites, the others being in the North West province. The evaluator spent nearly a week at Buea observing and interviewing course participants. A total of 47 participants attended the course; of these, 26 were interviewed:

Teachers	9
Assistant Headmasters	2
Headmasters	11
IPAR (a research centre)	1
School Inspectors	1
Consultant (Ministry of Education)	1
Journalist (Radio Cameroon)	1

In addition, the Delegate (the Provincial Minister of Education is the Delegate of the National Minister of Education) was interviewed formally once and informally on two other occasions.

The Delegate was very impressed with the 1985 course. He indicated that he felt that ACT, with CTF's assistance, was making a very significant in-service contribution in the province. It was also his intention to talk to the National Minister about the possibility of ACT becoming a country-wide 'professional' organization. (At present, teachers belong to a union along with all other government employees; there is no separate organization for teachers.)

The course participants were all aware that ACT was a part of the CIDA-sponsored Guelph-Yaoundé Project; however, they were also all aware of the CTF role.

Interviews with Participants

Three questions were put to all the participants interviewed:

1. What is your reaction to the course?

2. How will you share with your colleagues the knowledge you acquired during this course?

3. What topics would you suggest for a seminar next year (assuming there will be one)?

Responses to Question 1

- everything taught was useful;
- gives teachers a perspective, a way of looking at things that help us to help children become creative;
- will help us to help children become creative;
- a broader way of thinking;
- will help us restore folklore to the schools;
- have learned methods that are not taught in teacher education;
- have learned how to apply theory;
- have learned how to develop a theme;
- the ideas are practical, can be used in the classroom immediately;
- acquaints teachers how to use resources that are available;
- initially thought it was child's play, but from the first day realized the relevancy;
- great in-service opportunity;
- learned how to motivate children;
- have developed a desire to learn;
- understand creativity;
- have learned to observe;
- resulted in personal renewal;
- made new friends;
- learned the value of team work;
- learned how to make teaching aids;
- learned that the teacher doesn't have to show children everything - should manage the learning situation.

Responses to Question 2

- most teachers said they would ask the principal's permission to hold demonstration lessons in their schools; they were all willing to speak out at staff meetings, etc.

- assistant headmasters and headmistresses were planning on organizing demonstration lessons and in-service sessions; they were also going to invite teachers from surrounding schools to attend these sessions.

- both teachers and headmasters stated that they would encourage other teachers to attend next year's seminar.

- will introduce ACT in his/her area.

- some teachers had already talked or written to their colleagues about the course.

- one of the inspectors, who had also attended the 1984 program, had presented a paper at a meeting of South West province inspectors.

Responses to Question 3

- continue with more of the same;
- seminar should be longer;
- separate seminars for junior and senior primary;
- CTF send more equipment;
- should arrange to get university credit for the classes;
- try to arrange for exchange visits;
- interested in the literacy aspect, need more emphasis on writing;
- the course should be residential (this would be more costly in terms of food and lodging).
- greater emphasis on math.

Special mention should be made of two of the participants: a journalist and the consultant for English in the Provincial Ministry.

The journalist was an employee of Radio Cameroon. He has written a number of radio plays and was in charge of Radio Cameroon's Talent Discovery Program. He indicated that he would like to record demonstrations or exemplary lessons for broadcast. He stated, "I know that ACT and these seminars have an impact on the schools."

The consultant, while not having teaching credentials, firmly believed that the program offers a needed dimension to teaching. She came to the opening ceremonies as a guest and decided to remain as a participant. It is her intention, as a consultant, to utilize what she learned at the course. In her words, "It is not just something new -- it's something useful."

Program Impact

From the outset of CTF assistance, funds were provided by CTF for an evaluation report to be done by ACT. In March 1984, Dr. Elias M. Nwana of the École Normale Supérieure, Bambili, and Mr. Patrick Mbunwe-Samba, President of ACT, began a study of the impact of the 1983 and 1984 programs. The report was published in December 1985.[1] A structured random sample of 100 teachers was selected from the 1,500 who had been course participants. These were visited during the period between May 1984 and June 1985.

The evaluation consisted of a number of different steps (Nwana, p. 7-8):

1. A check to see whether the teachers were, in fact, doing in the classroom what they said they were doing. The form listed 16 'traditional' classroom teaching skills and the 13 new skills introduced in the ACT/CTF seminars.

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[1] Dr. Elias M. Nwana and Mr. Patrick Mbunwe-Samba, Guelph-Yaoundé Project: Bamenda-Canadian Teachers' Federation (CTF) Evaluation Project, Final Report. Ottawa: Canadian Teachers' Federation, 1985.

2. A 'self evaluation' by teachers of the techniques learned in the workshop and found useful in the classroom.

3. An evaluation form to judge how well the teacher prepared the lesson, the methodology used and the manner in which the children's written exercises were treated.

The teachers were observed in the classroom and, after the observation, engaged in a discussion. Essentially, the process was very similar to the 'clinical supervision' model that is used, in various forms, in North America.

The impact of the seminar: "... the evaluators have come out with a positive conclusion that the ACT/CTF Summer Seminars and regional workshops have been very effective and have had a tremendous impact in the schools ..." (Nwana, p. 84) They also commented on the organization of ACT and pointed out some of the problems that still need to be overcome, such as large classes and some untrained teachers.

There were also some very specific findings mentioned. (Nwana, p. 74-75) For example, 47 percent of the teachers used drama in teaching language and history skills; 42 percent encouraged drawing and music; 37 percent were writing behavioural objectives; 31 percent were aware of and utilizing children's learning styles. All of the above teaching skills and strategies were learned at the ACT/CTF summer seminar. Of the 13 innovative skills introduced by ACT/CTF, there were only 3 that were marginally utilized: having students create their own puzzles, correspond with pen pals and collect local proverbs and sayings. (Nwana, p. 82)

Several of the 1985 participants took the time to write, in May 1986, indicating which of the skills and strategies introduced in 1985 were useful to them. These were:

- creating a corner entitled "My Story is Out" where children's stories were displayed;
- having children make their own Christmas greeting cards;
- dramatization of stories;
- generally drawing local scenes (markets, traditional dance groups, etc.).

There is certainly clear evidence that the summer program is having a significant positive effect.

General Comments

The evaluation undertaken by Dr. Nwana and his colleagues is the type of activity that should be greatly encouraged. It gives the host organization valuable information about past courses and assists in the planning for future courses; more important perhaps is the fact that such an activity develops an organizational capacity.

Recommendations

1. That CTF continue its support of ACT.

2. That CTF express to CIDA its support for the Guelph-Yaoundé project — if requested to do so.

3. That ACT be encouraged to continue its evaluation efforts.

THE GAMBIA

Introduction

The Gambia is one of the smallest countries in Africa, with an area of 11,295 km^2 and a population estimated at about 696,000 (April 1983). The GNP per capita is US$370; life expectancy is 37 years; the literacy rate is 12 percent. It is bounded on three sides by Senegal, on the fourth by the Atlantic Ocean, and is essentially the valley of the navigable Gambia River. Its main sources of hard currency are groundnuts, fish and tourism.

Education

The 1982-83 Education Statistics report gives the following information:

1. Student population (1982-83):

	Female	Male	Total	Repeaters
Primary Schools	19,481	34,293	53,774	7,216
Sec. Technical	2,311	5,357	7,668	135
Sec. Schools	1,068	2,630	3,698	130

2. The total of 53,774 students in the primary schools represents approximately 45 percent of the school-age population.

3. (a) In 1982, 1,306 students were candidates for the secondary technical leaving certificate; 505 failed completely, with the remainder obtaining credits ranging from 1-7.
   (b) A total of 628 entered the 'O' level exams; 23 failed completely and 38 achieved division one.
   (c) A total of 55 students took the 'A' level exams; 12 scored 'E' or above in three subjects.

4. Teachers (1982-83):

	No. of Teachers	No. of Unqualified Teachers
Primary Schools	2,349	1,730
Sec. Technical	409	258
Sec. Schools	217	21

5. Of the 2,349 teachers at the primary level, 571 are Home Economics or Koranic specialists.

6. At the primary level, over 50 percent of the students have neither desks or chairs. The situation is only slightly better in the secondary technical schools and much better in the secondary schools.

From this brief introduction, it is not difficult to conclude that The Gambia is in need of international development assistance in a number of sectors. The Canadian Teachers' Federation has chosen to respond to the request for assistance from The Gambia Teachers' Union (GTU).

CTF Assistance Programs

CTF sponsored Project Overseas I teams to The Gambia from 1969 to 1971, and annually since 1978. Also, since January 1984, there have been Project Overseas II teams there on a virtually continuous basis working cooperatively with the Ministry of Education and GTU on an in-service program that results in the participants being certified upon completion of the program.

Project Overseas I

Since 1978, 48 Canadians have participated at a total cost of $183,524. (It should be noted that in 1981 the team flew to The Gambia, but the political situation caused cancellation of the program.) Canadians have been involved in offering five or six subject areas every year. The listing of subjects is: Science, English, Social Studies, Math, Agricultural Science, Professional Studies, Arts and Crafts, Educational Administration, Psychology and Primary Methods. The Gambian participants, in most instances, have been unqualified secondary technical teachers.

In teaching these subjects, the focus has usually been on both content and methodology. A Gambian co-tutor is assigned to work with each Canadian team member for the duration of the course.

The following observations resulted from a visit to the program during August 1984:

1. There were two components to the 1984 Gambian program:

   (a) an in-service course for unqualified secondary technical teachers;
   (b) an in-service course for primary school headmasters.

2. (a) The secondary technical teachers were basically 'compelled' to attend. (If they did not attend they would apparently forfeit their August pay.)
   (b) This was the fifth consecutive summer course that some of them had attended, and basically the course had been similar every summer. According to the CTF team, this resulted in some reluctance, even hostility, early in the course. It is also important to note that participants have not, to date, received any 'credit' for attending and completing the summer in-service courses.

3. Mr. Sam Njie, a previous course director, stated that the quality of teaching at the secondary technical level is definitely improving. He is the chief examiner for the secondary technical school leaving certificate. He indicated that students' marks were improving and believes that this is related to better instruction as a result of the summer in-service program.

4. Mr. Njie also commended CTF on the selection of the Canadian participants; he felt that all the team leaders, during his time as course director, had been excellent.

5. The general opinion of Mr. Njie and Mr. Abdoulie Ceesay, the 1984 course director, was that the co-tutor system was functioning satisfactorily. The CTF team felt that in specific instances it worked well, while in other cases it was quite unsatisfactory.

6. (a) This was the first year that CTF was involved with the leadership component for primary school headmasters.
   (b) There appears to be a need for this course since the Ministry is opening 10 to 12 new schools every year. There are currently 164 primary schools in The Gambia. (This, of course, also increases the demand for teachers.)
   (c) The reaction from both participants and co-tutors to CTF involvement in the leadership component was very positive. One of the co-tutors felt that the course should be residential so that more topics could be added. The participants generally felt that curriculum development and supervision were the most helpful topics, but stressed that all topics were necessary.

7. The math co-tutor indicated that a lack of textbooks is a problem at the secondary technical level. It was his opinion that the country does not have people capable of developing all the necessary texts and instructional materials.

8. One of the compounding problems is that GTU does not have a full-time permanent employee; this, in my opinion, rather seriously hampers coordination of the overall program.

9. In my opinion, the accommodation for the 1984 Canadian team was not adequate, especially for the female members. The team members themselves stated that it was reasonably satisfactory. There is no objective measure of whether performance was affected; however, unless an individual has adequate and reasonably comfortable accommodation, performance will be affected.

10. A committee had been established, and met for the first time during my stay in Banjul, to examine the matter of changing the format for the summer in-service program. I was told that the Ministry for Economic Planning has pressured the Ministry of Education to reduce the number of unqualified teachers. The committee had as its mandate an examination of the following:

    - the length of the course;
    - the entry qualifications;
    - the location and coordination; and
    - the syllabus.

As a result of its first meeting, the committee tentatively decided that the course should run for six weeks during July and August for a five-year consecutively planned program, with an intake of 200 new participants each year, and that the program will lead to teacher certification.

The committee was to submit its final report to the Minister by September 1984.

Project Overseas II

The Gambia Teachers' Union and the Ministry of Education decided to establish a full-time in-service program that would lead to the certification of untrained teachers. The first 18-month program began in April 1982 with CTF financial assistance; CTF teams have assisted virtually on a continuous basis since January 1984. Bill Jones of the Ontario Teachers' Federation was instrumental in helping to establish this program, and the Superannuated Teachers of Ontario has provided most of the Canadian human resource component.

This portion of the Gambian program was not investigated in the context of the evaluation report. However, it is important to note that GTU and the Ministry are monitoring the graduates from this program; in 1984, an evaluation seminar was held with the graduates, GTU and the Ministry. This is very significant. It is a positive step when host organizations and countries attempt to determine whether their objectives are being realized. Such efforts need to be encouraged; perhaps resources should be set aside for such activities.

Impact

From 1978 to 1985, a total of 959 Gambian participants attended the summer in-service programs. It should be noted that there is considerable duplication or overlap in participants from one summer to the next; for example, the Canadian team in 1984 indicated that some participants were there for the fifth summer. The overlap is also obvious since in 1982-83 there were only 409 secondary technical teachers in 16 schools in the country. However, what is extremely important is that the in-service program is reaching a large percentage of the total secondary technical teaching population.

In order to illustrate some characteristics of a typical group attending in any given summer, the following are descriptive of the 1985 group (139 participants):

- 102 had no teacher training;
- 129 had not attended university;
- each teacher meets an average of approximately 125 students each day.

In order to understand something of the impact of the courses, the following information and comments should be kept in mind:

1. The average annual number of participants from 1978 to 1985 was 137.

2. Each of these met about 125 students every day of the school year.

3. Assuming the total number of secondary teachers to be 400 during that period of time, about one third (137) would have participated in the in-service program.

4. A straight-line projection would then indicate that one third of the some 7,600 secondary technical students would be impacted by the hopes for improved instruction. In fact, the number of students impacted would be greater since participants came from all schools and taught some of the non-elective subjects (such as English).

5. To continue to upgrade a group of teachers who reach a large percentage of the children in a country, in a specific school setting, has tremendous impact. The comment made by a previous course director, who is also the chief examiner for the secondary school leaving certificate, should be given considerable credibility. While it is not a quantitative measure, it is a judgment based on comparing results over a period of years.

It is also important to note that the Ministry and GTU have planned to make the summer in-service program a part of the certification process. As mentioned earlier, planning for this began in 1984. This should certainly provide an incentive for teachers to enter the program, knowing that a teaching certificate will be awarded upon its successful completion. It is hoped that this will also improve the self-concept of teachers which in turn, according to the 'effective schools' literature, could have a very positive effect on instruction.

Other Observations

There are three other points worthy of mention:

1. There is a curriculum development unit in the Ministry. A new director has just been appointed, and she is hoping to develop a number of cooperative efforts with The Gambia Teachers' Union. Mr. NDow, the President of GTU, is rather enthusiastic about the possibilities.

2. Within the Ministry there is also a Book Production and Materials Resources Centre which is producing excellent local materials. The director of this centre has gathered a fine staff of writers, editors, illustrators and machine operators (who are capable of servicing and repairing all of the machines). I found this to be a very impressive operation.

3. I was told that GTU is the only union that is allowed to exist and operate in The Gambia. The government thinks very highly of GTU, and both the Minister of Education and the Permanent Secretary have nothing but accolades for CTF. Certainly CTF's assistance in helping GTU to focus on professional development has been a significant factor in GTU being allowed to continue to operate. This message came through very clearly.

Recommendations

1. That CTF continue to participate in the summer in-service program. It is recognized that in the initial stages of transforming this into a certification program, a considerable amount of planning needs to occur.

2. That an alternative to the co-tutor system be considered. If the large numbers of students envisaged do in fact appear, there needs to be a different division of labor between Canadian and Gambian colleagues.

3. (a) That CTF encourage GTU to continue its monitoring and evaluation of the full-time in-service program; and
   (b) That a similar monitoring and evaluation plan be established for the summer in-service program.

Comment

It is recognized that the tentative plan established by GTU for the summer program, along with the above recommendations, will place considerable strain on the human resources available to GTU. It may be that CTF will have to give some additional consideration to strengthening the organizational capabilities of GTU.

SIERRA LEONE

Introduction

Sierra Leone has an area of 72,325 km^2 and an estimated 1982 population of 3,602,000. Its exports are mainly minerals (diamonds and bauxite), with agricultural products (coffee and cocoa) a close second. In recent years, falling exports and rising imports have resulted in a large balance-of-payments deficit. Its chief exports are diamonds, coffee and cocoa. The country is categorized by CIDA as one of the world's least developed. It has a GNP per capita of US$320, a life expectancy of 36 years, and a literacy rate of 15 percent.

Education

There are about 1,200 primary schools and 160 secondary schools, with a total of approximately 12,000 teachers (9,000 primary, 3,000 secondary). These schools serve about 265,000 primary and 62,000 secondary students. Of the primary schools, 12 are government-owned, 20 are municipally-owned, and the rest are mission schools; however, all get government grants. Eight secondary schools are government-owned, the remainder being all mission-owned.

CTF Assistance Programs

Project Overseas teams have been in Sierra Leone during the following years: 1971-74; 1979; 1982-86. A total of 53 Canadians and 975 participants have been involved. The majority of the Sierra Leone participants have been untrained or underqualified.

The reaction to the summer programs has been extremely positive from participants, the Sierra Leone Teachers' Union (SLTU), and the Ministry. One of the key components has been the courses in School Administration. This is the only opportunity for headmasters (secondary) and head teachers (primary) to study administration. These two groups have come to rely on and plan for the summer program.

CTF has also given grants to SLTU for the operation of a leadership seminar for assisting in the reorganization of the union.

Impact

During interviews with SLTU staff, teachers, educators and Ministry officials, the following points were made:

1. The in-service program has increased the awareness among teachers that teaching is a profession.

2. The CTF/SLTU program is the only in-service program that SLTU can provide; as such, it has the support of the Ministry which also regards it as a high-quality program.

3. The courses cater to all levels, from the unqualified teachers to Ministry personnel.

4. SLTU has been strengthened through the in-service program. Nearly every government minister is aware of it and thus has increased respect for the organization. In this way, it has been very helpful for SLTU to project itself as a professional organization, both in educational circles and in the country generally, especially with the government. This program has enhanced the professional image of the union.

5. As a result of their participation in the program, unqualified teachers have enjoyed greater acceptance as members of the profession. They also have become aware of the fact that they have responsibilities.

6. The program has motivated a number of unqualified teachers to pursue further training.

Other Observations

1. SLTU has appreciated the leadership training service through the All African Teachers' Organization, which is funded by CTF. Officials of SLTU feel it has assisted them in getting greater participation in the union and has improved their ability to organize and conduct meetings.

2. The Secretary General of SLTU attended the CTF-John M. Thompson Fellowship Program in Canada. He felt that it greatly enhanced his capabilities in two areas: conducting meetings and planning and organizing programs.

3. The union would like to provide teaching aids and exercise books to the schools. It feels that if these materials could be provided to the union, the union would sell them at a nominal cost, using the revenue to finance professional development programs.

Recommendations

1. That the summer in-service program (APU) be continued.

2. That the Canadian Organization for Development Through Education (CODE) be contacted with respect to the provision of teaching aids and exercise books.

INDIA

Introduction

The country has a land area of 3,287,590 km^2 and an estimated population of 761 million. The economy is based predominantly on agriculture, which accounts for nearly one half of the gross domestic product and employs one half of the working population. Nevertheless, India does have a rather diverse economy, including fishing, forestry, coal, minerals and manufacturing. The gross national product per capita is US$260, life expectancy is 54.5 years, and the 1982 literacy rate was 36 percent.

Education

Nearly four fifths of the eligible primary school students are in school, with boys outnumbering girls by quite a wide margin. In the state of Madhya Pradesh, in 1984, there were about 6.5 million children in the 6 to 11 age group, out of a total population of about 50 million; approximately 4.5 million of these were attending school. The government has as a target the enrolment of 100 percent of that age group by the year 1990. To achieve this target, it had a plan to open thousands of non-formal education centres in an attempt to reach the some 2 million non-attenders.

The All India Federation of Educational Associations (AIFEA) is one of the WCOTP members in India. In 1976, CTF agreed to help AIFEA develop a media centre in the city of Bhopal situated in the state of Madhya Pradesh. Although a CTF team had been to India in 1976, the 1977 team was the first to participate under this new agreement. The stated purpose of the Centre is to develop teacher competence in the development and use of teaching aids. Some of the specific objectives are:

- to acquaint teachers with the audio-visual equipment available to them;
- to teach teachers in the handling and repairing of minor equipment defects;
- to train teachers in the production and use of graphic aids, as well as projected aids;
- to train participants in the use of recycled material and locally available cheap material, and in improvisation for the production of aids;
- to train participants in writing and recording commentary for available film strips, slides, etc.

CTF Contribution

CTF teams have participated in the project to develop the Media Centre from 1977 to 1981, and again in 1983 and 1984. A team was assigned for 1985, but due to new visa procedures the team was unable to meet the time deadlines.

In the seven years, a total of 22 Canadian resource persons have participated in the summer in-service programs at a cost of $78,882. A total of 1,182 Indian participants have attended courses that have had Canadians as a part of the leadership team. Additionally, CTF has

assisted in the development and operation of the Media Centre with cash transfer payments as follows:

1977	-	--
1978	-	$14,000
1979	-	$ 1,064
1980	-	$ 5,000
1981	-	--
1982	-	$ 3,000
1983	-	$ 9,500 (included costs of some programs)
1984	-	$ 8,560
1985	-	$ 8,875

These cash grants were used by the Centre to help pay for equipment, expenses for the summer and other in-service courses, monthly newsletters, printing costs, office assistance, and administrative overhead.

During the evaluation visit in August 1984, the Centre proudly displayed all the newsletters and gave the evaluator a list of the equipment purchased. The funds appear to have been used for the purposes specified; it should however be emphasized that the function of the visit was not to provide an audit. The Chairman of the Centre did provide CTF with an up-to-date list of purchases in 1985.

The Media Centre

The Centre is located in half of a duplex in the city of Bhopal. The building serves as the administrative hub for the activities, with most of the in-service courses conducted at various locations in the state. Dr. G. Chaurasia is Chairman of the Centre, and has attracted a 'staff' of highly motivated and enthusiastic individuals. (All members of the 'staff' have other full-time jobs as professors or teachers and basically volunteer to devote their spare time to work for the Media Centre.)

The first phase of the Centre's development -- a developmental phase -- ended in 1981. In 1982, AIFEA compiled a plan for 1983-86, the goals of which were:

- to offer 14 courses in audio-visual education over three years to 560 teacher trainers, six of these courses to involve CTF personnel;
- to produce teaching aids;
- to produce a monthly newsletter.

It should be noted that the Ministry of Education is also looking to the Media Centre for assistance in training some of the people who will be working in the non-formal education centres it plans to open. Many of the staff at these centres will have no teacher education at all.

There are also a number of educators (teachers and professors) who would like to see the establishment of more, as well as more effective, 'teacher subject forums.' (We would refer to them in Canada as specialist subject councils.) These educators see the provision of teaching aids as important in attracting teachers to join these forums and then use those aids to improve their instruction.

The Media Centre may seem like a rather unlikely focal point for these last two activities, both of which are much broader than 'teaching aids.' The answer is quite simply that the educators are of the opinion that it is easier to build on a structure that is already in place than to use already-stretched resources to build something entirely new. The important points to note here are that people obviously see the Centre as making a significant contribution to education, and that there is potential for a still greater contribution.

One further point: Bhopal was to have its own television studio sometime in 1985, and educational programming will be needed. All India Radio officials were looking to the Centre for considerable assistance in this regard.

Impact of the Centre

Between 1977 and 1981 (the first phase of the Centre), a total of 25 in-service courses were held, seven without CTF teams. According to the August 1984 monthly newsletter of the Centre, approximately 3,000 teachers participated in in-service programs during this first phase. Furthermore, of the 560 teachers the Centre has proposed to train in the second phase, 300 had already been trained by August 1984.

Between July 1982 and August 1984, 10 courses were sponsored (5 without CTF involvement). Since 1977, 1,182 Indians have participated in courses where CTF had teams. The majority of these individuals did have some teacher education and some university studies. Most of them taught well over 100 students each day.

By 1981, the Centre had produced 14 35-mm film strips with commentary, 13 sound and slide presentations, 15 sound recordings, as well as about 2,000 feet of 16-mm film.

During the August 1984 visit, several new additions to the inventory were shown. They were most impressive and useful, considering the primitive nature of the equipment available. Staff members do all of their own acting; no spotlight was available so they used the light from a 16-mm projector; bulletin boards are scarce so they devised a material from a mixture of straw, sawdust and cow dung; they also developed a technique for making chalk.

The actual and potential impact of such a centre is obvious, both in the utilization of aids and in helping teachers make their own aids. It is recognized that when attempting to determine potential impact, the huge population and the attendant problems appear to cast the Media Centre somewhat like the proverbial 'drop in the bucket.' However, the point is that the Media Centre has a core of dedicated professionals who are doing what they can to improve the instructional situation in their particular state, and they are using resources available to them in a way that will benefit the educational situation.

General Comments

The Centre appears to have a broad base of support. Persons from the Ministry of Education, teacher education institutions, universities and All India Radio expressed enthusiasm for the work of the Centre, as well as for CTF.

Dr. Chaurasia has an effective group working in the Centre. The evaluator was most impressed with Pradash Deo; his small office was well organized and showed evidence of considerable activity. He works well with the limited resources available to him, is proud of his accomplishments, and is very hopeful about the possibilities of the Centre. R.K. Roy is also a very competent individual, and is probably the most resourceful of the group in terms of 'making do' with whatever local resources are available.

There appears to be a time lag on the part of the Centre in forwarding financial statements to CTF regarding the disbursements of the cash transfers.

At the time the Centre was opened, there was a strong link between AIFEA and the Centre. However, that link appears to have been through the person who was at the time president of AIFEA and also chairman of the Centre. Dr. Chaurasia is no longer the president of AIFEA, but is still chairman of the Centre. There are no other apparent organizational links, other than the name (AIFEA-CTF Media Centre). Therefore, CTF is not necessarily strengthening AIFEA by assisting the Centre. However, there is no doubt that education in Madhya Pradesh will be enhanced by further development of the Centre.

One further point should be made with respect to the support the Centre has in the state. The state government has paid the full expenses of the Indian participants who have attended the in-service programs. This certainly indicates an endorsement of the programs operated by the Centre.

Recommendations

1. That CTF continue its involvement with the Media Centre.

2. That emphasis be given to workshops that train trainers. In a state with 200,000 teachers, the training of trainers would seem to be crucial. (It should be noted that this is the direction of the second phase.) Considerable planning for this is essential since the trainers must then have workshops throughout the state.

3. That Pradash Deo, and perhaps R.K. Roy, be given an opportunity for further training outside of India. This would enable them to become more effective, particularly with respect to the training of trainers.

4. That additional funds for equipment continue to be supplied. In a preliminary report to the CTF Trustees in October 1984, there was an attachment that specified such needs.

5. That CTF assist AIFEA, if it so requests, in the further development of teacher subject forums. All provinces in Canada have considerable experience with such organizations and expert assistance is available. In fact, AIFEA could establish links with some of the Canadian organizations.

THAILAND

Introduction

The Kingdom of Thailand has an area of 514,000 km^2 and a population of 51.6 million. The life expectancy at birth is 64.2 years; the adult literacy rate is 86 percent. Approximately three quarters of the work force is employed in agriculture, with the main exports being rice, rubber and corn. The GNP per capita is US$770.

Education

Until the middle of the 19th century, education was basically limited to the aristocracy and the clergy. However, after that date, the educational system was restructured to fit with the modernization policy of the Kingdom. The Department of Education was established in 1887 and was charged with full responsibility for the educational and religious affairs of the nation. The first university opened in 1916. The "Compulsory Primary Education Act" was proclaimed in 1921. In 1983, 99.4 percent of the children between the ages of 7 and 12 attended primary schools. Only about 45 percent went on to secondary education.

Education is generally viewed as a life-long process enhancing the lives of the people.

Private Education

As is the situation in so many developing countries, there are many private schools in Thailand.

Presbyterian missionaries were the pioneers of private schools and modern education in Thailand, with the first school having been opened in 1852. The same year, the missionaries also opened a school for Chinese children; the language of instruction in this latter school was changed to Thai from Chinese in 1860.

The first Thai-operated private school was opened in 1905, although the kings had operated a royal pages' school for a number of years.

In 1918, the Private School Act was proclaimed and was intended to supervise private schools and set out rules and regulations under which private schools were to operate. In 1933, a Private School Section was created in the Ministry of Education; presently, the Private Education Commission supervises all private schools below the level of higher education. A Private Schools Act, which established the Commission, was proclaimed in 1982.

The functions of the Private Education Commission are:

- To propose to the Minister of Education recommendations concerning private education and a program for improvement.

- To propose to the Minister recommendations on rules and regulations for private schools;

- To make proposals and resolutions in light of the Cabinet's policies;

- To perform other duties as the Private Education Commission sees fit.

The policy of the Office of the Private Education Commission is:

- To ensure that private schools are run according to the law, regulations and government policy;

- To control and promote private school administrative activities regarding politics and national security, guaranteeing unfailing allegiance to the nation, religion and the monarchy;

- To control and promote government assistance for private schools;

- To encourage the state welfare school;

- To promote pre-school education in private schools;

- To support and encourage high standards of education in private schools.

The proportion of students in government schools vs. private schools in 1980 was:

	Government/Private
Pre-primary level	11/89
Primary level	92/08
Lower secondary level	80/20
Upper secondary level	86/14
Lower vocational level	47/53
Higher vocational level	90/10

Private schools derive their income from school fees (the main source) and subsidies offered by the state. Schools with excellent standards can be subsidized by foundations, parents' and teachers' associations, alumni associations and religious institutions.

Under the Private Schools Act, proclaimed in 1982, government assistance to private schools can be of two types:

- Subsidising schools; and/or
- Assisting teachers by offering seminars, providing welfare funds, supplementing teachers' salaries, and giving opportunities for further studies, draft exemption, etc.

The private schools in Thailand do have an association, which has the following objectives:

1. To persuade private sectors to share responsibility in providing education so that there will be more schools and students will have more opportunities to study;

2. To see that private schools function effectively;

3. To make the education provided by private sectors of equal quality to that provided by the state;

4. To control school fees;

5. To be concerned with the morale of teachers in private schools, as a factor in the efficiency and quality of private education.

There are a number of different agencies in the private sector, with the Private School Teachers' Association of Thailand (PSTAT) being the main teachers' organization. However, membership is voluntary. It should be noted that all teachers must, by law, belong to the National Teachers' Association. Membership in PSTAT is in addition and, despite its name, is open to all teachers, not just those from private schools.

In 1981, about 18 percent of the 10.3 million students were enrolled in private schools. This is considerably lower than in many developing countries.

The English Language Training Centre (ELTC)

PSTAT, with assistance from CTF, established the Centre in 1983. The forerunners of the Centre were the Canadian Project Overseas teams which have served in Thailand since 1972.

CTF agreed to assist in a five-year (1984-1988) development plan for the Centre, with specific plans and funding being approved on an annual basis. To this point, CTF has contributed a total of $123,930 to the ELTC. This includes resource materials, equipment, and bringing four resource persons to Canada for ESL training (a total of four person-years).

The overseas training of the staff is now complete. Sayan Panichkul, Woranoot Triwichitkasem and Prathan Wongmongkol are in Bangkok and Saiphon Lertvicha is in Chiang Mai. (The Chiang Mai satellite centre opened in January 1986.) Prathan has been appointed as the director of the total program. However, the Centre is not yet in a position to employ these persons on a full-time basis. In order for this to happen, many more teachers need to participate and the school owners will have to be more supportive. Meanwhile, the four all continue to teach in their respective schools and work at the ELTC. Presently, and for the foreseeable future, the following is the time that each can devote to the ELTC:

Bangkok:

Sayan P. - daily, mid-afternoon to early evening
Woranoot T. - every other day, all afternoon
Prathan W. - daily, all afternoon

The Bangkok people must travel to the Centre from the school where they teach.

Chiang Mai

Saiphon L. - teaches three hours a day and is at the Centre the rest of the day. Fortunately, the Centre is located at the school where she teaches.

The Centre in Bangkok is located at PSTAT headquarters. There is an air-conditioned fourth floor room (28' x 14'), along with some offices and display areas. The space is barely adequate for a resource centre, and workshops for more than 30 persons must be held elsewhere.

The Chiang Mai Centre is located at Prince Royal's College, the school where Saiphon Lertvicha is employed. The owner has given the Centre a fair-sized office (in the same area as the English Department) with cupboards for materials, etc. The school's classroom facilities are freely available for seminars and workshops. This is excellent support from the school owner.

In both locations, the staff has utilized the space very efficiently for the display of resource materials. Also, in both locations, the staff of the Centres played pivotal roles in the 1986 summer Project Overseas program.

To utilize the Centre and its services, a teacher 'should' belong to PSTAT (teachers in government schools can be members), teach English as a Second Language, and pay a fee of 100 Baht (about $5) per year. However, it should be noted that membership, workshops and resources are available to all teachers. In fact at one workshop, of the some 150 teachers at least 25 were from government schools.

To this point, the initiatives for membership and participation have come from individual teachers, although, by paying a fee of 300 Baht, a school could have all its ESL teachers use the Centre. (Many schools have 20 to 25 ESL teachers.)

Since the Chiang Mai Centre is a branch or satellite of the Bangkok Centre, it is important that there be consistency in policy and administration. This means occasional staff meetings, as well as some 'written' policies.

The five-year development plan is now in its third year; the costs in the last two years will be somewhat lower because the foreign training component is finished. It is important that PSTAT begin discussion with the schools' owners, or the school owners' association, regarding support for the Centre. If all owners in Bangkok and Chiang Mai paid the

membership fee for their teachers, it would certainly assist in developing the impact of the Centre, as well as in alleviating the financial concerns. Also, plans should be made for 1989 and beyond.

Evaluation Criteria

In attempting to evaluate the development of the Centre, a list of criteria was developed by the author:[1]

1. Staff Training
   - training in ESL;
   - professional journals available to the instructors;
   - in-service opportunities for instructors.

2. Proficiency Testing
   - both for teachers and students;
   - the suggestion is that those available are merely adequate.

3. Speaking Proficiency of Instructors
   - should be fully fluent English speakers.

4. Teaching Materials and Program Design
   - there should be a sequence at three levels, with the 'level' materials kept quite separate;
   - there is a need to have materials that teachers have in the schools.

5. Levelling
   - must develop a method of determining the level into which the students are channelled.

6. Methodology - Instructors should be trained in
   - drill;
   - audio lingual (immersion);
   - communicative (role play), simulations, discussion of films -- communication is always real.

7. Reading - Writing - Speaking - Listening
   - equal division of time; none should be emphasized more than the others.

8. Tracking the 'graduates' in terms of functioning after workshops and seminars
   - do the students maintain their language proficiency?

9. Preparation of Materials
   - students should learn how to prepare this: A-V; individual; group.

10. Spoken English is what should be taught.

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[1]A major contributor to this list was Dr. Salina Schrofel, Professor of English Education, University of Regina.

The ELTC would receive a high rating on the following:

No. 1 Staff Training
- with the exception that in-service opportunities for the four resource persons are limited in Thailand.

No. 3 Speaking Proficiency of Instructors
- with the noted exception of the substitution of an 'r' for an 'l' on occasion.

No. 6 Instructor Training
- instructors are well trained in all techniques, having spent one year at the Carleton University ESL Centre as well at the Carleton Board of Education Teachers' Centre in Ottawa.

No. 7 Reading - Writing - Speaking - Listening
- equal division of time on the four skills -- certainly this was true for the two workshops that the evaluator attended.

No. 9 Preparation of Materials
- Several workshops have been held on the topic of materials preparation. Also, virtually each workshop, no matter what the topic, has contained an element of material preparation. This is a very key point because class size is large (45-55) and a variety of materials is lacking.

No. 10 Spoken English is what <u>is</u> taught.

The fact that the Centre might not receive a high rating on <u>all</u> criteria is due in large part to the situation in the total educational community. For example, criteria nos. 4 and 5 concern 'levels' of materials and program. Basically, all teachers in the private schools are at the lowest level because the structural approach to teaching English, with its emphasis on grammar, vocabulary and comprehension, has been dominant in Thailand. Because of the need for oral skills, the communicative approach is beginning to be utilized. However, until the university entrance exam's emphasis on written English is changed, the structural approach will probably remain dominant. There appears to be some evidence that such a change may be considered.

With respect to criterion no. 8, the ELTC should develop a system of records for this type of data. The development of a feedback mechanism is extremely important to any organization in order to meet the continued needs of the clients.

<u>Materials</u>

A further comment should be made about criterion no. 4 and materials development.

1. A total of 10 teaching kits have been developed (6 in 1984-85; 4 in 1985-86). Numerous resource packages have also been put together.

2. Teachers are very willing to purchase copies of tapes and printed materials (most of this latter category have been written by ELTC staff).

3. There is an emphasis on games and 'English as Fun' materials. Teachers find them useful as motivational techniques since most students are not too keen on studying English.

4. There is also a slow but steady flow of resource materials into the ELTC, both in Bangkok and Chiang Mai.

5. The materials include activities in all four communication skill areas.

The other two main activities of the Centre have been workshops and the newsletter.

Workshops

In 1984-85, eight workshops were held; in 1985-86, four more were held, three in Bangkok and one in Chiang Mai. The Centre asks all participants to complete an evaluation sheet at the end of the seminar. These are analyzed very thoroughly and utilized in future planning. The summaries of evaluations of all 12 seminars were available. The following are some of the key points from the summaries:

- The overall rating was generally from 'good' to 'excellent.'
- The most beneficial learning from the workshops was the methodology and use of materials.
- Most teachers wanted 'more' on all topics.
- The majority said the workshops could have been longer (most were one day).
- All would recommend the seminar to other teachers.

Discussions were held with teachers after two of the workshops, one in May 1985, and the other in August 1986. The following are some comments that are pertinent:

- Those utilizing the Centre found the resources very valuable.
- Motivation of students to learn English is a problem.
- The teachers' preparation in grammar, vocabulary and written English is adequate, but oral skills need much improvement.
- Not all teachers are motivated to attend seminars/workshops.
- Teachers in government schools have other resources available, e.g. the British Council.
- Every workshop brings in some participants who are 'new' to the ELTC; this of course expands the networks. (The August 1986 workshop had five teachers from one school. This is very good because in introducing new concepts they act as a support group for each other.)
- Each of the teachers, with the exception of some at the primary level, meet 150-200 students every day.

The workshops certainly appear to be filling a void in the ESL training area. The teachers are attempting to introduce the skills and strategies they have learned, while not forgetting that students wishing to go to university must still pass a written English test. According to the evaluation forms, all ideas and skills presented could be utilized in the classroom, the vast majority (60-75 percent) in the 'a lot' category.

Newsletter

In 1984-85, seven issues of "The Thai English Teacher" were distributed; in 1985-86, five more were issued. The number of copies distributed was 200 for the first issue, 475 for the seventh, and 670 for the twelfth and latest issue. It is planned that Chiang Mai will issue its own newsletter, but that some material will be common to both. It is printed in both Thai and English. Its contents include:

- a statement on sponsorship (PSTAT and CTF);
- a list of available materials;
- planned activities;
- reports on activities;
- instructional ideas (mostly in English).

Impact

1. With the opening of the satellite centre in Chiang Mai, the impact of the ELTC has certainly widened.

2. The increase in the newsletter's circulation is significant.

3. The fact that 'new' teachers are turning up at every workshop means that previous participants are 'spreading the word.'

4. With the large number of students (150-200) reached by nearly every ESL teacher, the impact of improved instruction can only be viewed as considerable. Attendance at the workshops varied from 15 to 150. In total, some 500 teachers have attended. It should be noted that some teachers have attended as many as five or six of the workshops.

5. One of the workshops in 1984-85 was for the teachers in only one school. In terms of attempting to change English instruction, this type of procedure may well be the most effective because the group members can be a support to each other. Similarly, as mentioned earlier, six of the teachers at the August 1986 workshop were from one school. Such an attendance pattern needs to be encouraged.

Other Observations

1. A comparison of the planning documents for activities of the ELTC and the actual activities undertaken reveals virtually a one-to-one correspondence. This means that planning has been realistic.

2. The purchase of a photocopying machine has greatly enhanced the teachers' accessibility to printed resource materials.

3. A system of record-keeping needs to be developed, both for material inventory and participants. An assistant has been employed to help with this aspect.

4. In program planning, considerable thought needs to be given to some alternative models:
   - workshops for all ESL teachers in a school or group of schools;
   - sequential workshops for the same group of participants;
   - continue the 'open' invitation type of workshops;
   - other?

5. Both PSTAT and the Centre need to prepare both short-range (one-year) and longer-range (up to five-year) plans, such plans to include both administrative and program concerns.

6. Through the development of the ELTC, PSTAT's image among teachers has certainly been enhanced.

7. The Director of the Private School Commission rates CTF assistance as excellent because it is assisting the Thai educational community to develop itself.

Recommendations

1. That CTF urge PSTAT to develop firm plans for support of the ELTC after the initial five-year development phase.

2. That CTF encourage continued communication between the ELTC and the training centres at Carleton University and the Carleton Board of Education. It is hoped that through this, the ELTC would keep abreast of new developments in ESL.

3. Upon expiry of the five-year development plan, that CTF continue to provide some assistance, for the type and period of time to be determined in discussion with PSTAT. However, some possibilities might be:
   - provide occasional in-service for the staff, either in Thailand or Canada;
   - continue the flow of materials;
   - equipment purchases.

4. That the summer in-service programs be continued for at least the next two years. (There is no doubt that these have also assisted PSTAT and the ELTC in developing their professional development programs.)

5. That a system of record-keeping be established that would allow a follow-up of seminar participants.

THE CARIBBEAN

One problem that the three islands visited (Antigua, St. Kitts and St. Lucia) have in common is developing and maintaining a viable teachers' organization with a small membership whose salaries are relatively low. St. Lucia had the largest teacher population with 1,400 and St. Kitts had the smallest with 520 teachers. These numbers, the low salary, and the fact that membership is only a fraction of the teacher population give an indication of the problems the unions have in attempting to provide services to members; yet, without services, teacher interest in a union is minimal.

The development of the teacher organization is of crucial importance; furthermore, the maintenance of services over a long period of time is fundamental in retaining the loyalty of the teachers. The difficulty in providing services may be due to a variety of factors. For example, the decreasing influence of the St. Kitts Teachers' Union (SKTU) on education in general is an indication of how easily government policy can play havoc with an organization.

The number of teachers on the islands will not increase substantially in the short or long term; the salaries will increase only if the economies improve. Therefore, development assistance, both in the long and short term, is absolutely essential in establishing the viability of teacher organizations. The 'long term' may well be defined as 'perpetuity.' A fundamental premise of CTF and its Members is that a strong teacher organization contributes substantially to and improves an educational system. Therefore, it is incumbent on CTF to continue its efforts in the Caribbean and to persuade its Members to continue their assistance.

The organizations themselves should probably concentrate, for the most part, on professional development activities. Politically, this might be necessary in order to win government approval. (The Gambia Teachers' Union is the best example.) Then, later, the teacher welfare or economic services can be more fully developed. In St. Lucia and Antigua, the teacher unions have a stable relationship with their respective ministries and welfare activities appear to be fairly well developed. However, another aspect of expansion of services is the availability of personnel and the resources to employ them.

I would recommend that CTF, together with Member organizations that wish to participate, develop a long-term program to assist in the further development of teacher organizations in the Caribbean.

The Organization for Cooperation in Overseas Development (OCOD) operates summer in-service programs in 11 Caribbean islands. Its headquarters are in Manitoba and it draws its Canadian resources largely from the Manitoba teaching force. OCOD's contribution to education in the Caribbean over the past decade has been significant. But it should be noted that a considerably greater portion of its funding comes from CIDA, than is the case with CTF's IDAP.

ANTIGUA

Introduction

Antigua has a gross national product per capita of US$1,550, and a life expectancy of 71.8 years. The total population is about 80,000. Its chief exports are sugar and cotton. The literacy rate is not available.

Education

There are 625 teachers in 39 schools in Antigua and Barbuda, of whom about 345 have some teacher education. Some 65 have university degrees and about 15 of these also have professional education. The Antigua and Barbuda Union of Teachers (A&BUT) has 216 members.

CTF Contribution

The major contribution CTF made in 1985 was $3,535 for a financial consultant to assist the union in analyzing its financial situation and developing a financial plan for the future.

More recently, the Nova Scotia Teachers Union has made a significant contribution to the A&BUT by financing the construction of a secretariat building. This should greatly enhance the development of the union.

Observations

1. The president of A&BUT is, in the evaluator's opinion, providing excellent leadership.

2. Relations between A&BUT and the Ministry appear to be very good, and the A&BUT executive is aware that maintaining this relationship takes a continuing effort. The chief education officer and the education planning officer seemed supportive of union activities. Members of the union executive have ministry approval to use some school time for union business and the necessary travel time.

3. OCOD is active in Antigua. A&BUT is actively involved in planning OCOD's summer in-service courses.

4. NSTU assisted A&BUT in erecting a secretariat building, which was officially opened in May 1986.

5. Two specific projects have been identified and assistance is or will be sought for both of these:

   (a) a communications program that would include printing and mailing a newsletter, as well as teaching and professional development materials;

   (b) a planned program for issues affecting women in education (some 90 percent of the membership is female).

Recommendations

1. That CTF not compete with OCOD and its in-service programs.

2. That CTF continue to respond to requests for organizational assistance and unique in-service programs.

ST. KITTS

Introduction

St. Kitts and Nevis are part of the Leeward Islands. The main crop is sugar cane, and tourism is the main industry. It has a GNP per capita of US$1,040 and a life expectancy of 71.8 years. Population and literacy figures were not available.

Education

There are approximately 520 teachers in St. Kitts and Nevis. Of these, 48 are university graduates, 12 are specialists, with the remainder having the minimum teachers' college training or no training at all. The Minister of Education declined to meet with us, despite the fact that an appointment had been made. Therefore, other educational statistics are not available.

St. Kitts Teachers' Union

SKTU has the following problems:

1. The present government has eliminated the 'check-off' system. This has made collection of dues difficult and membership is almost negligible.

2. There appears to be a general apathy among the teachers toward a strong teachers' union:

   (a) some perceive that the government does not want or approve of a union;
   (b) there seems to be no real issue around which the teachers could be united.

3. Communication with teachers is difficult:

   (a) circulars to schools remain on the principal's desk instead of being distributed;
   (b) there is a lack of funds to pay for regular mailings to individual teachers;
   (c) SKTU has great difficulty establishing meeting dates for general meetings because a number of teachers are members of the Seventh Day Adventists Church and if they wish to meet on a school day, the minister must approve.

4. SKTU is no longer involved in planning the OCCD summer program. The ministry has taken over completely and makes all decisions without reference to SKTU.

5. Requests to the ministry for cooperation, even in cases of individual teachers being granted scholarships by outside groups, have been rebuffed.

6. It is difficult to get the full executive to attend all executive meetings; at the last general meeting, only 19 teachers attended.

In summary, SKTU is struggling to remain in existence. Those members of the executive whom I met were really interested in developing a stronger union. I also met with the Resident Tutor of the University of the West Indies for St. Kitts (he is a former president of SKTU) and with the Principal of the Teachers' College; both encouraged the union executive.

CTF Contribution

In 1982, a contribution of $4,500 was made to assist in maintaining a secretariat and purchase office equipment. Also, in 1983, CTF assisted SKTU in helping rebuild the islands' public library; the $2,500 grant also assisted in paying for office space.

In 1985, WCOTP conducted a four-day workshop designed to create a greater awareness of professionalism and trade unionism; 25 teachers attended. CTF provided the funds necessary for the operation of the workshop and the Alberta Teachers' Association provided the services of a resource person.

Some possibilities for further assistance are:

1. Pay the salary for a full-time person to recruit members, collect dues and provide services.

2. Assist in developing and funding a communications program.

3. Provide some consultative services from some of the other Caribbean islands (for example, Austin Josiah, General Secretary of A&BUT or Kingsley Black, Secretary General of the Bahamas Union of Teachers). These individuals would be more familiar with the particular situations. Perhaps the Caribbean Union of Teachers (CUT) could be useful in this situation?

4. Attempt to persuade OCOD that SKTU should be involved in the planning and delivery of its in-service program.

Recommendations

1. That officers of SKTU persist in their attempt to revive the organization. There are individuals in the country who are sympathetic to the organization and would assist insofar as they are able.

2. That CTF visit SKTU occasionally and respond to requests if possible. For example, participation in the CTF-John M. Thompson Fellowship Program might prove of considerable benefit.

ST. LUCIA

Introduction

St. Lucia is one of the Windward Islands, situated between Martinique and St. Vincent; it has an area of 619 km^2. In 1984, its population was 128,000 and the literacy rate was 80 percent; its GNP per capita was US$970; life expectancy was 70.4 years. Its chief exports are bananas, apparel, paper, coconut oil and beer. Tourism is also a main industry. The culture is a blend of Carib Indian, African, French and English.

CTF Contribution

Academic and professional upgrading courses have been held since 1982. A total of 19 Canadians and 352 local participants have been involved.

Additionally, in 1980 there was a CTF contribution of $1,200 to the St. Lucia Teachers' Union (SLTU) for the purchase of office equipment. In 1984, CTF agreed to fund a research project designed to identify the major problems in the educational system, particularly as they affected the professional performance of teachers. Approximately one half of the money ($6,000) was forwarded; however, the funding was halted when the SLTU president left the country. No further funds were forwarded.

Observations

1. There is an agreement in place through CIDA between the University of Lethbridge and St. Lucia for educating educational administrators. St. Lucia would like to see this agreement extended to other areas, e.g. Language Arts, if not with Lethbridge then with another institution. The need for more highly-educated professionals on the island was expressed.

2. The obviously good relationship between the ministry and the union is very encouraging.

3. The executive appears to be giving sound leadership and direction to SLTU. The president and other officers give very freely of their time for union business.

4. There is a considerable need for in-service activities.

5. The research project that CTF agreed to fund was developed and approved by the total SLTU executive. The issue they wanted to research is still very current.

6. Several areas in which the summer in-service program could be strengthened, according to people interviewed, are:
   (a) lengthening the program;
   (b) extending into other subject areas, such as folk arts, early childhood, English for Creole speakers and vocational education;
   (c) teams should have some continuity of personnel;

(d) the program should have a longer-term cycle than just one year; (SLTU is going to work on a three-year course outline in Social Studies, Math, Language Arts and English; also, it plans to request that the ministry give recognition for the completion of a three-year program.)

(e) ministry of education officials feel that the courses should concentrate on Language, Math, and assessment of pupil achievement;

(f) in Language Arts, SLTU is asking for a different approach since it is very concerned with underachievers and the effect language has on this underachievement; it is asking for ESL, Language and Underachievers, and Reading.

Impact of the Program

The in-service courses of CTF and OCOD are basically complementary. Of the total teaching force of some 1,400 in 1985, about 420 attended OCOD or CTF courses. Each of these teachers has contact with 20 to 45 students every day.

SLTU has the potential to continue the development of its organizational capacity. In fact, during the December 1985 break, there were several in-service programs going on in which the union played a key organizational role. If the resources can be found to employ a full-time (or even a part-time) education officer, it would greatly enhance the potential.

Recommendations

1. That CTF continue the APU program, with the clear understanding that there is no attempt to compete with OCOD.

2. That CTF consider other project proposals that may be submitted by SLTU.

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C H A P T E R I V

GENERAL OBSERVATIONS AND RECOMMENDATIONS

It was stated at the outset that the formative style of evaluation was used in this study. Therefore, specific recommendations pertaining to each country are found in the country reports in Chapter III.

The general observations and recommendations found in this chapter arise from the discussions in Chapter II, but really are the results of reflection after the visits to the developing countries, attendance at the Trustees' meetings, and perusing the files.

Observations

1. There is no question, in the writer's opinion, that the three general objectives of the IDAP are being met:

   (a) The teacher organizations in The Gambia, Sierra Leone, Thailand, Antigua and St. Lucia offer ample evidence of projects having improved their structure and/or activities.

   (b) The evidence in The Gambia, Cameroon, Sierra Leone, St. Lucia, India and Thailand is significant concerning the academic upgrading of teachers. In many instances, this evidence is of a qualitative nature -- teachers improving their skills and strategies -- which in turn leads to an improved self-concept. Both of these factors are difficult or virtually impossible to quantify. There are also some countries, such as India, where the number of teachers participating in the upgrading programs seems insignificant when compared to the total number of teachers; however the positive impact on those who do participate should not be overlooked.

   (c) A brief discussion with teachers, both in developing countries and in Canada, who have participated in the program will demonstrate the understanding and goodwill that have been created. The continuing friendly and professional exchange offers ample proof; thousands of friendships have been initiated, many of them now in their second decade, and some in their third decade.

   So, in a 'summative' statement, it can be said that the three objectives of the program are being met.

2. Government officials, in all countries visited except one, gave high marks to CTF for the assistance program. In the 'one,' the minister declined to meet with the teachers' union representative and the evaluator. In some instances, ministry officials were a part of the in-service program. This kind of cooperation and attitude certainly enhances the position of the teachers' organization in that country; this was the case in nearly every country.

3. For a more detailed overview of the effect of Project Overseas in Africa, please see the statement by Tom Bediako in Appendix D. It is a very clear and concise analysis by a person who has observed the program in Africa for all of its 25-year history; in effect, it is a longitudinal study by someone who is very familiar with the Pan-African scene.

4. The CTF-John M. Thompson Fellowship Program is very highly regarded. The writer took the opportunity to interview individuals who had been a part of the program in the past. They were from Thailand, India, Sierre Leone, St. Lucia and Antigua.

   Only one of the returned Fellows was not really involved with the teachers' organization. In the other instances, several common threads emerged:

   (a) The Fellows were of the opinion that their problem-solving ability had improved significantly.

   (b) Their perspective on education in general and the possible role of teacher organizations in particular was broadened.

   (c) They were in the process of providing leadership and direction for the teachers and the organization.

   The writer suggests that the program is likely to increase in popularity. The proposed expansion for Francophone countries will also prove popular.

5. The efforts of several of the teacher organizations to evaluate their programs is a further step in strengthening their organization. The fact that CTF responds to a request necessitates a needs assessment process by the requesting organization. For that organization to then attempt to find out whether the program is meeting the needs is a substantial step forward; such efforts should be encouraged. Their involvement in the needs assessment, program delivery and evaluation phases should move them toward a model of organizational planning. This is one of the components of the CTF-John M. Thompson Fellowship Program.

6. The efforts of the Trustees to focus as much as possible on the broader policy issues are commendable. As the overall IDAP program becomes more complex, it becomes impossible for the Trustees to deal with the many details. Also there seem to be enough 'unique' situations -- those which don't fit into policy -- to occupy any extra time available during the meetings.

   To continue, or to terminate, a project relates to the policy concerns addressed in Appendix C. All of the projects visited were in need of the kind of assistance being given by CTF. When making decisions of this nature, it is obvious that the Trustees need to focus on guidelines to assist them in establishing priorities. But even with such policy guidelines it must be recognized that at times the judgment will be subjective.

7. The positive effects of the planning and evaluation tours by staff and Trustees are perhaps somewhat under-rated. While the program model is responsive in nature, teacher leaders in developing countries do like to discuss the situation with CTF representatives. People were very conscious of how many years had passed since the last visit; they like CTF to be aware of their country's conditions and their own efforts. The writer would encourage the development of a cycle of Trustees/staff visits. Such visits also help the overseas teacher organizations at a psychological level -- to know that they have not been 'forgotten.' The visits thus have both a program and a personal function -- both are important.

8. It is important to note that CTF does not work exclusively through teacher organizations in developing countries; there are a number of instances where the cooperation is with groups of teachers, educational institutions, and/or joint efforts between ministries and teacher organizations. Some examples:

   (a) The AIFEA-CTF Media Centre in Bhopal, India. There is a loose relationship between the Centre and AIFEA, but the Centre determines its own policies and budget.

   (b) In The Gambia, GTU and the Ministry of Education have virtually engaged in joint planning for both Project Overseas I and II.

   (c) The Association for Creative Teaching (ACT) in Cameroon has no relationship with the National Union of Cameroon Teachers. ACT is an in-service organization that is an offshoot of the CIDA-sponsored University of Guelph - University of Yaoundé project.

   There are other examples in the IDAP that were not visited by the evaluator, such as Nepal, Haiti and Uganda.

   The central thread in all of these projects is however within the objectives of the IDAP: the prime beneficiaries are teachers.

9. CTF has begun an effort with respect to Development Education in Canada. If this program is expanded at all, and it probably should be, there are implications for employing additional staff. There is a need for curriculum development activities in development education and many of the Project Overseas 'veterans' would be excellent resource persons; funds are needed to provide release time for the teachers and some coordinating and support services.

10. It is recognized that CTF contributes to projects initiated by WCOTP, both in terms of human and financial resources. The evaluator attended an initial meeting in India where WCOTP, with CTF assistance, is spearheading a project designed to strengthen the All India Primary Teachers' Federation. Other donor teacher organizations are from Scandinavia. Such cooperation is highly desirable for a number of reasons and should be continued.

Recommendations

1. That CTF continue its IDAP, with the concentration on human resource development.

2. That CTF continue to work through teacher organizations and/or teacher groups, ministries and educational institutions, keeping in mind the criterion of benefit to teachers and teacher organizations.

3. That CTF continue to be responsive to the needs of the developing countries as those countries perceive them. The writer is convinced that the teachers and their organizations must be the key in the needs assessment process.

4. That CTF continue to develop and coordinate links between its Member organizations (or groups within Member organizations) and teachers and organizations in developing countries. Such efforts must not replace the Member organizations' contribution to CTF's IDAP program. Rather, they would supplement the program and could be directed particularly at organizations with such small memberships that services to members are difficult, for example, in the Caribbean.

5. That the CTF-John M. Thompson Fellowship Program be continued. This program should receive a more in-depth evaluation in the next cycle.

6. That CTF encourage teacher organizations to develop their own program evaluation techniques.

7. That CTF staff establish a tentative three- to four-year cycle for visits to the recipient countries by staff/Trustees.

8. That CTF continue to cooperate with WCOTP in sponsoring development projects.

One final comment: The welcome from teachers and teacher organization leaders was exceedingly gracious and warm and, in some instances, almost overwhelming. Feelings toward Canadians associated with CTF are definitely characterized by goodwill, gratitude and genuine friendship. This is just another measure of the success of the program.

In 1983, Bernard Wood, Director of the North-South Institute in Ottawa, made the following statement at the Neil Matheson McWharrie Lecture:

> In all donor countries we are still uncertain, 30 years after launching foreign aid programmes, about what we mean by them and about whether or not we are committed to making them succeed. The ambivalence is reflected in the machinery we have set up to handle this work.

The writer of this report suggests that CTF:

1. Knows what it means by its program;

2. Is committed to making it succeed;

3. Has established machinery that does the task efficiently and effectively.

APPENDICES

APPENDIX A

The Average Canadian Project Overseas Participant

Introduction

The writer was interested in attempting to develop a 'profile' of the 'average' Canadian participating in Project Overseas. There were several reasons for this interest:

1. There have been very few problems over the years in terms of individuals who were 'misfits.'

2. There are a variety of selection techniques employed by CTF's Member organizations which select the participants. Does this variety result in different 'types' of participants?

3. Does only a certain 'type' of person apply to be a participant?

In order to develop such a profile, two questionnaires were selected and administered to three groups of Project Overseas participants (1984, 1985 and 1986) prior to their departure for their assignments.

The two questionnaires were "The Social Style Assessment" and a dogmatism scale.

1. Social Style Assessment

   This is basically a semantic differential questionnaire that yields a measure of an individual's social style. The figures on the following pages are quite self-explanatory; on the basis of scores on the questionnaire, a respondent will fit into one of four quadrants.

   Figure I - describes the four basic social styles;
   Figure II - gives positive and negative adjectives that can be used to describe each style;
   Figure III - describes behaviour typical of the four styles;
   Figure IV - identifies a theme for each quadrant and examples of occupations that would be suitable for that style.

2. The dogmatism scale, developed by Rokeach, is composed of a number of statements. Respondents indicate how strongly they agree or disagree with each statement. The results are supposed to be an indicator of the degree of dogmatism of an individual; open-mindedness or closed-mindedness are often used as descriptors. The scores can range from +120 to -120, with +120 being the most closed-mindedness and -120 the most open-mindedness.

It should be remembered that in both measures respondents are being asked for self-perception -- how they see themselves.

After analysis, we have a description of the style or kind of behaviour displayed in social situations by the 'average' Canadian participant, and an indication of how firmly they hold <u>certain</u> opinions. Copies of both questionnaires can be found at the end of this appendix.

FOUR BASIC SOCIAL STYLES

Cool, independent and
uncommunicative (guarded)
Disciplined (time)
Rational D/M [facts]
Harder to know (impersonal)
Task-oriented (formal)
Businesslike

Cooperative
Slow actions
Avoids risks
Go-along person
Non-directive

Competitive
Fast actions
Takes risks
Take-charge person
Directive

Warm, approachable and
communicative (open)
Undisciplined (time)
Emotional D/M [opinion]
Easier to know (personal)
Relationship-oriented (informal)
Friendly

Fig. I

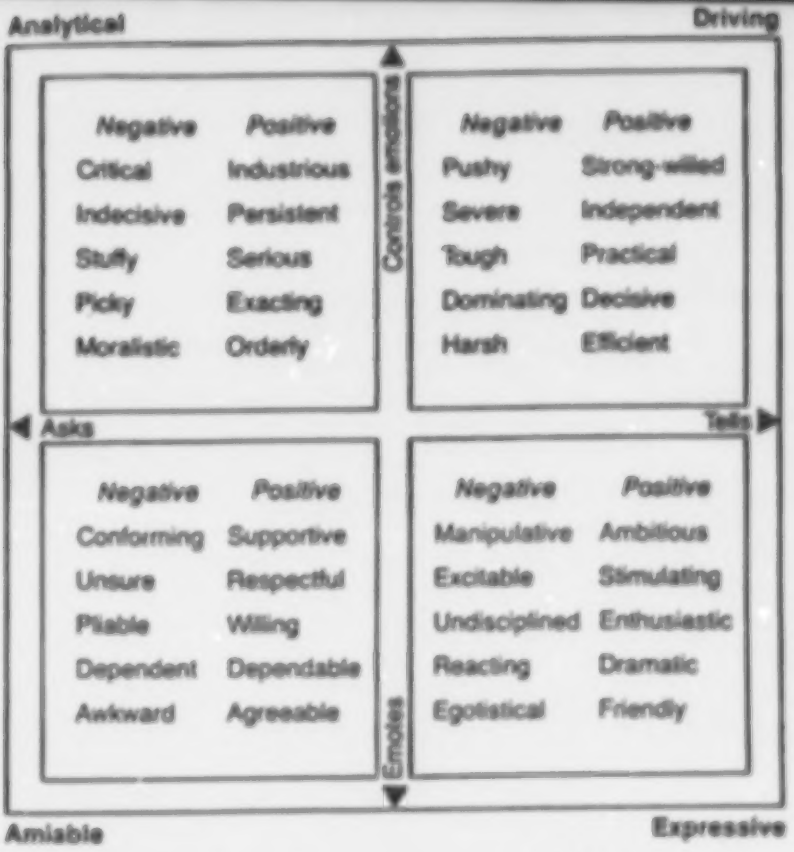

Fig. II Positive and negative adjectives used to describe the four styles.

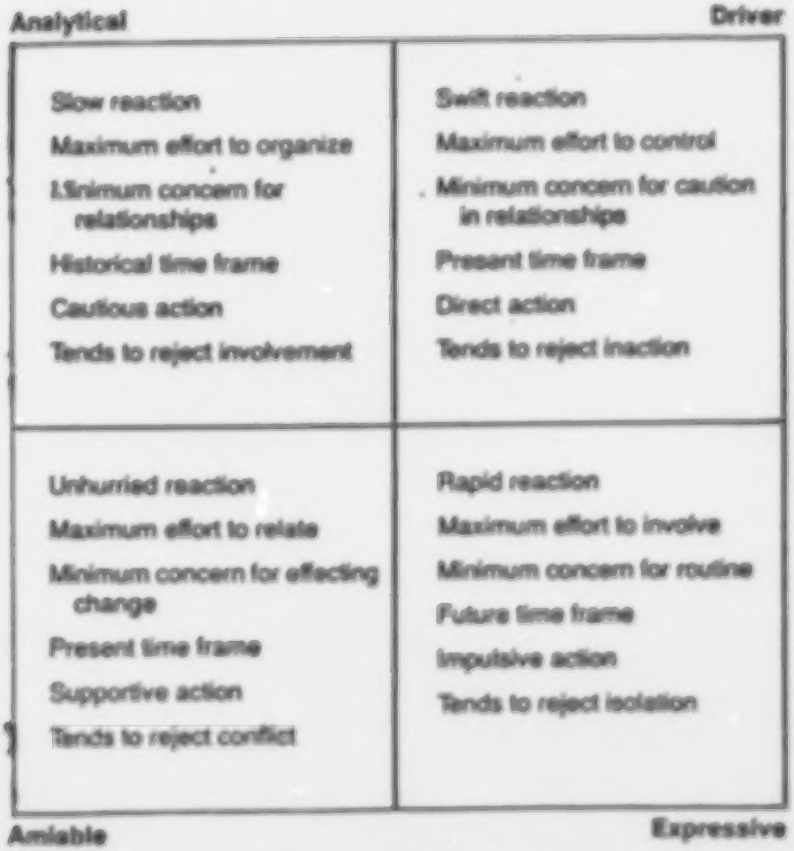

Fig. III Behavior typical of the four styles.

THEME:
SYSTEMATIC THINKING
AND ANALYSIS
SPECIALIST:
TECHNICAL,
ANALYST
THEME:
INDEPENDENT ACTION
AND CONTROL
SPECIALIST:
CONTROL,
ADMINISTRATOR
THEME:
PERSONAL RELATIONSHIP
AND SUPPORT
SPECIALIST:
SUPPORT,
TRAINER
THEME:
INTUITIVE FEELINGS
AND INSPIRATION
SPECIALIST:
SOCIAL,
RECRUITER

Fig. IV

Analysis

1. Social Style Assessment

When analysing the scores on this instrument, each of the quadrants can again be sub-divided as follows:

D	C	B	A	
				1
				2
				3
				4

The grid then has a total of 16 cells, thus allowing a slightly more detailed analysis. In the following diagram, the number of respondents in each cell is given for each of the three groups (1984, 1985 and 1986). In addition, a total is given. The number at the corner of each quadrant is the total for the four cells in that quadrant. The number of respondents were:

1984 -	63
1985 -	66
1986 -	62
Total -	191

31	Control			8
D	C	B	A	
'84- 0 '85- 0 0 '86- 0	'84- 0 '85- 0 1 '86- 1	'84- 0 '85- 0 1 '86- 1	'84-1 '85-0 1 '86-0	1
'84- 1 '85- 1 4 '86- 2	'84- 7 '85-10 26 '86- 9	'84- 3 '85- 2 5 '86- 0	'84-1 '85-0 1 '86-0	2
'86- 0 '85- 0 1 '86- 1	'84-21 '85-19 55 '86-15	'84-15 '85-21 46 '86-10	'84-1 '85-0 2 '86-1	3
'84- 0 '85- 1 7 '86- 6	'84- 4 '85- 6 13 '86- 3	'84- 7 '85- 6 22 '86- 9	'84-2 '85-0 6 '86-4	4
76	Emote		76	

Ask — Tell

Some significant points:

(a) There are only 3 respondents in row 1, which is the top extreme of the 'control' dimension.

(b) (i) Of the 191 respondents, 152 are in the bottom half -- they are relationship-oriented.

(ii) Of the 10 people in the extreme 'tell' cells, 8 are relationship-oriented.

(iii) Of the 152 relationship-oriented respondents, 136 are clustered closely around the tell-ask axis.

(c) The largest single group was in cell C-3, with the next largest in cell B-3. Figure II and III give the adjectives and behaviours for these quadrants. Figure I gives the description for the emote quadrants.

(d) In terms of quadrant scores according to Figure I:

Analyticals - 31
Drivers - 8
Amiables - 76
Expressives - 76

(e) Basically, the three groups broke down in a similar fashion, with cells C-3 and B-3 containing the largest number of respondents.

(f) The 1986 group was just slightly more diverse, with respondents in more cells (12 of 16) than the other two groups. The 1985 group had respondents in 8 of 16 cells, and the 1984 group in 11 of 16. Or, to state it another way, the 1985 group was the most homogeneous.

(g) The point that should also be kept in mind is that in all probability there would be a 'mixture' of persons in the teams. For example, chances are that in any given year (say, 1984) all the 'drivers' (5) would not be on the same team. Generally, the mix would provide for a well-balanced team, with the dominant theme being relationships.

2. Dogmatism

The scale of 40 items is designed to measure how strongly a respondent holds opinions on a variety of issues. There are no items that relate to professional or educational issues; the items relate to one's view of the world, mankind, religion and some general behaviours.

As indicated earlier, the scores can range from -120 (if you disagree very much on each item) to +120 (if you agree very much on each item). Generally, the positive scores indicate closed-mindedness -- the higher the score the greater the closedness; a negative score indicates open-mindedness -- the lower the negative the greater the openness.

The number of respondents was:

1984 - 63
1985 - 64
1986 - 61
Total - 188

(a) Average Scores

The three groups were very similar, having mean scores of -30.0, -39.1 and -37.7, with a total overall mean of -35.6. This indicates a reasonable degree of open-mindedness on the part of the respondents.

(b) Range of Scores

The following table is a frequency distribution of each of the three groups and a total. It can be seen that the groups are reasonably alike, with the majority of the respondents grouped in the -20 to -60 range.

The actual total range for each of the three groups was:

1984 +33 to -88
1985 +11 to -117
1986 +24 to -90

Only 12 of the 188 respondents had positive scores. Again, the vast majority can be characterized as being open minded.

	1984	1985	1986	Total
- -90	0	1	1	2
-80 to -89	2	3	2	7
-70 to -79	1	5	2	8
-60 to -69	5	4	4	13
-50 to -59	8	5	10	23
-40 to -49	4	11	11	26
-30 to -39	8	11	9	28
-20 to -29	15	10	10	35
-10 to -19	8	7	6	21
-1 to -9	5	5	2	12
+1 to +9	4	1	1	6
+10 to +19	1	1	2	4
+20 to +29	1	0	1	2
+30 to +39	1	0	0	1
	63	64	61	188

(c) Specific Items

One of the interesting exercises is to examine items that a number of people disagreed with very much or agreed with very much. For example, 95 of the 188 disagreed very much with Item 6: "Fundamentally, the world we live in is a pretty lonesome place." The following table gives the number of the item and the number of respondents who disagreed very much:

Item No.	No. of Respondents
5	91
22	136
25	91
30	96
37	101

These items state:

5 - man is helpless
22 - only one correct philosophy
25 - must not compromise with those who affectively believe
30 - only two kinds of people
37 - only future counts

Similarly, the following table gives the item number and the number of respondents who agreed very much:

Item No.	No. of Respondents
10	54
17	66
35	37

These items state:

10 - so much to do
17 - would do something great
35 - reserve judgement

It should be noted that the number of items in the 'agree very much' category was considerably less than in the 'disagree very much' category; the number of respondents in the former was also considerably less.

3. The 'Average' Canadian Participant

The average Project Overseas participant during the past three years can be described as:

(a) A fairly open-minded individual who:

- is quite optimistic about mankind, the world and the present;
- is not dogmatic about the 'rightness' of one philosophy; and
- will be open to other religions.

(b) An amiable expressive person who is:

- warm, approachable and communicative;
- reasonably undisciplined with respect to time;

- more emotionally involved as opposed to being factually involved;
- fairly easy to get to know;
- friendly; and
- fairly informal.

4. Summary

The results indicate that the screening or selection process utilized by CTF's Member organizations yields a group of individuals who are reasonably homogeneous in their outlook and attitudes. The writer would suggest that another factor involved may be a 'self-selection' process, in that certain types of people tend to apply. There is of course no way of verifying this without also testing those who are screened out by the Member organizations.

Because of the success of the program and the very few individuals who are 'misfits,' the writer has no recommendations regarding the screening process. It obviously works well -- in all Member organizations.

Place a tick (✓) in the space which, in your opinion, best describes your behaviour. The four spaces allow for a behavior gradient; for example, if you are a very quiet person, the space closest to "QUIET" should be ticked. If you think you are a quiet person with some degree of talkativeness, the 2nd space should be ticked, and so on...

QUIET	___	___	___	___	TALKATIVE
CO-OPERATIVE	___	___	___	___	COMPETITIVE
CAREFUL TO DECIDE	___	___	___	___	QUICK TO DECIDE
GO ALONG ATTITUDE	___	___	___	___	TAKE CHARGE ATTITUDE
SUPPORTIVE	___	___	___	___	DOMINANT
LESS RISK-ORIENTED	___	___	___	___	MORE RISK-ORIENTED
NON-ASSERTIVE	___	___	___	___	ASSERTIVE
ASKING QUESTIONS	___	___	___	___	MAKING STATEMENTS
CONDITIONAL	___	___	___	___	ABSOLUTE
RESPONDER	___	___	___	___	INITIATOR
CAUTIOUS	___	___	___	___	ADVENTUROUS
SLOW, STUDIES	___	___	___	___	FAST-PACED
MODERATE OPINIONS	___	___	___	___	STRONG OPINIONS
LETS OTHERS TAKE SOCIAL INITIATIVE	___	___	___	___	TAKES SOCIAL INITIATIVE
INTROVERTED	___	___	___	___	EXTROVERTED
CASUAL	___	___	___	___	INTENTIONAL
AVOIDS USE OF POWER	___	___	___	___	TENDS TO USE POWER
DELIBERATE ACTIONS	___	___	___	___	FAST ACTIONS
TOLERANT	___	___	___	___	IMPATIENT
BEING OPEN	___	___	___	___	BEING CLOSED
EMOTIONAL	___	___	___	___	UNEMOTIONAL

EASY TO GET TO KNOW	___	___	___	___	HARD TO GET TO KNOW
USES OPINIONS	___	___	___	___	USES FACTS
EXCITABLE	___	___	___	___	CALM
ANIMATED	___	___	___	___	POKER-FACED
OUTGOING	___	___	___	___	RESERVED
SPONTANEOUS	___	___	___	___	CALCULATING
FEELING ORIENTED	___	___	___	___	THINKING ORIENTED
HUMOUROUS	___	___	___	___	SERIOUS
DEMONSTRATIVE	___	___	___	___	NON-DEMONSTRATIVE
IMPULSIVE	___	___	___	___	DELIBERATE
INFORMAL	___	___	___	___	FORMAL
WARM, APPROACHABLE	___	___	___	___	COOL, INDEPENDENT
EASY GOING WITH SELF AND OTHERS	___	___	___	___	DEMANDING OF SELF AND OTHERS
FRIENDLY	___	___	___	___	BUSINESSLIKE
UNDISCIPLINED ABOUT TIME	___	___	___	___	DISCIPLINED ABOUT TIME
COMMUNICATIVE	___	___	___	___	UNCOMMUNICATIVE
RESPONSIVE	___	___	___	___	NON-RESPONSIVE

The following is a study of what the general public thinks and feels about a number of important social and personal questions. The best answer to each statement below is your personal opinion. We have tried to cover many different and opposing points of view; you may find yourself agreeing strongly with some of the statements, disagreeing just as strongly with others, and perhaps uncertain about others according to how much you agree or disagree with it.

+1: I agree a little
+2: I agree on the whole
+3: I agree very much

-1: I disagree a little
-2: I disagree on the whole
-3: I disagree very much

-3 -2 -1 +1 +2 +3 1. The United States and Russia have just about nothing in common.

-3 -2 -1 +1 +2 +3 2. The highest form of government is a democracy and the highest form of democracy is a government run by those who are most intelligent.

-3 -2 -1 +1 +2 +3 3. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.

-3 -2 -1 +1 +2 +3 4. It is only natural that a person would have a much better acquaintance with ideas he believes in than with ideas he opposes.

-3 -2 -1 +1 +2 +3 5. Man on his own is a helpless and miserable creature.

-3 -2 -1 +1 +2 +3 6. Fundamentally, the world we live in is a pretty lonesome place.

-3 -2 -1 +1 +2 +3 7. Most people just don't give a "damn" for others.

-3 -2 -1 +1 +2 +3 8. I'd like it if I could find someone who would tell me how to solve my personal problems.

-3 -2 -1 +1 +2 +3 9. It is only natural for a person to be rather fearful of the future.

-3 -2 -1 +1 +2 +3 10. There is so much to be done and so little time to do it in.

-3 -2 -1 +1 +2 +3 11. Once I get wound up in a heated discussion I just can't stop.

-3 -2 -1 +1 +2 +3 12. In a discussion I often find it necessary to repeat myself several times to make sure I am being understood.

-3 -2 -1 +1 +2 +3 13. In a heated discussion I generally become so absorbed in what I am going to say that I forget to listen to what the others are saying.

-3 -2 -1 +1 +2 +3 14. It is better to be a dead hero that to be a live coward.

-3 -2 -1 +1 +2 +3 15. While I don't like to admit this even to myself, my secret ambition is to become a great man, like Einstein, or Beethovan, or Shakespeare.

-3 -2 -1 +1 +2 +3 16. The main thing in life is for a person to want to do something important.

-3 -2 -1 +1 +2 +3 17. If given the chance I would do something of great benefit to the world.

-3 -2 -1 +1 +2 +3 18. In the history of mankind there have probably been just a handful of really great thinkers.

-3 -2 -1 +1 +2 +3 19. There are a number of people I have come to hate because of the things they stand for.

-3 -2 -1 +1 +2 +3 20. A man who does not believe in some great cause has not really lived.

-3 -2 -1 +1 +2 +3 21. It is only when a person devotes himself to an ideal or cause that life becomes meaningful.

-3 -2 -1 +1 +2 +3 22. Of all the different philosophies which exist in this world there is probably only one which is correct.

-3 -2 -1 +1 +2 +3 23. A person who gets enthusiastic about too many causes is likely to be a pretty "wishy-washy" sort of person.

-3 -2 -1 +1 +2 +3 24. To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side.

-3 -2 -1 +1 +2 +3 25. When it comes to differences of opinion in religion we must be careful not to compromise with those who believe differently from the way we do.

-3 -2 -1 +1 +2 +3 26. In times like these, a person must be pretty selfish if he considers primarily his own happiness.

-3 -2 -1 +1 +2 +3 27. The worst crime a person could commit is to attack publicly the people who believe in the same things he does.

-3 -2 -1 +1 +2 +3 28. In times like these it is often necessary to be more on guard against ideas put out by people or groups in one's own camp that by those in the opposing camp.

-3 -2 -1 +1 +2 +3 29. A group which tolerates too much differences of opinion *among its own members cannot* exist for long.

-3 -2 -1 +1 +2 +3 30. There are two kinds of people in this world: those who are for the truth and those who are against the truth.

-3 -2 -1 +1 +2 +3 31. My blood boils whenever a person stubbornly refuses to admit he is wrong.

-3 -2 -1 +1 +2 +3 32. A person who thinks primarily of his own happiness is beneath contempt.

-3 -2 -1 +1 +2 +3 33. Most of the ideas which get printed nowadays aren't worth the paper they are printed on.

-3 -2 -1 +1 +2 +3 34. In this complicated world of ours the only way we can know what's going on is to rely on leaders or experts who can be trusted.

-3 -2 -1 +1 +2 +3 35. It is often desirable to reserve judgement about what's going on until one has had a chance to hear the opinions of those one respects.

-3 -2 -1 +1 +2 +3 36. In the long run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.

-3 -2 -1 +1 +2 +3 37. The present is all too often full of unhappiness. It is only the future that counts.

-3 -2 -1 +1 +2 +3 38. If a man is to accomplish his mission in life, it is sometimes necessary to gamble "all or nothing at all".

-3 -2 -1 +1 +2 +3 39. Unfortunately, a good many people with whom I have discussed important social and moral problems don't really understand what's going on.

-3 -2 -1 +1 +2 +3 40. Most people just don't know what's good for them.

REFERENCES

Rokeach, M., Open and Closed Mind (New York: Basic Books Inc., 1960).

APPENDIX B

IDAP-Project Overseas Summary

IDAP-PROJECT OVERSEAS SUMMARY

	CANADIANS	PARTICIPANTS	YEARS
AFRICA - 25 countries			
Botswana	18	263	1980-84
Burkina Faso	12	175	1974, 1975, 1982
Burundi (LTF and OPD)			
Cameroon	18	858	1966, 1980, 1983-85
Central African Republic	8	231	1968 & 1969
Congo (LTF)			
The Gambia	90	1,419	1968-71 & 1978-85
Ghana	62	4,709	1968-71 & 1976-85
Ivory Coast	4	278	1966 & 1975
Kenya	37	694	1964-68 & 1974
Liberia	5	-	1963
Madagascar (OPD)			
Malawi	19	252	1963-64
Mali	30	452	1977-85
Niger (LTF and OPD)			
Nigeria	45	1,546	1962, 1973-76, 1978
Rwanda	4	169	1984-85
Senegal	7	40	1975-76
Sierra Leone	53	975	1971-74, 1979-85
Somalia	13	170	1968-69
South Africa (LTF and OPD)			
Togo	50	3,811	1967-1985
Uganda	98	2,534	1964-1985
Zaire	23	609	1966, 1977-85
Zimbabwe	21	996	1982-85
	617	20,181	
ASIA - 10 countries			
Bangladesh (LTF)			
Brunei (LTF)			
India	25	904 +	1975-84
Malaysia (LTF and OPD)			
Nepal	3	43	1983
Philippines	1	--	1970
Sabah (LTF)			
Sarawak (LTF)			
Singapore (LTF)			
Sri Lanka (LTF and OPD)			
Thailand	125	3,565	1972-1985
	154	4,512	

		CANADIANS	PARTICIPANTS	YEARS
THE CARIBBEAN - 14 countries				
Anguilla		16	385	1980-1985
Antigua		28	681	1973-1977
Bahamas	(LTF)			
Barbados	(LTF)			
Belize		58	559	1970-1985
British Virgin Islands		25	493	1977-1985
Grenada		63	1,280	1969-1985
Guyana		21	610	1969-72, 1984-85
Haiti		14	521	1982-1985
Jamaica		94	2,004	1967-1982
St. Kitts	(OPD)			
St. Lucia		19	365	1982-1985
St. Vincent		35	933	1970-80
Trinidad & Tobago		2	175	1985
		375	8,006	
CENTRAL AND SOUTH AMERICA - 6 countries				
Argentina	(OPD)			
Chile	(IAF)			
Costa Rica	(LTF)			
Honduras	(OPD & IAF)			
Nicaragua	(IAF)			
Peru				
THE SOUTH PACIFIC - 4 countries				
Cook Islands	(OPD)			
Fiji		27	1,355	1973, 1977-78, 1981, 1984-85
Papua New Guinea	(LTF and OPD)			
Tonga	(OPD)			
		27	1,355	
TOTALS		1,173 Canadians	34,054 Participants in 36 countries	

APPENDIX C

Some Policy Papers

1986 03 20

TO: ALL TEACHER ORGANIZATIONS AND OTHER INSTITUTIONS ENGAGED IN DEVELOPMENT COOPERATION WITH CTF

FROM: Robert M. Barker, Director, International Programs

During the last part of 1985, CTF had accumulated requests for assistance for 1986 that out-stripped its resources by considerably more than half-a-million Canadian dollars. As a result, many officers of teacher organizations and other institutions were disappointed to learn that CTF had denied their request altogether or had modified it significantly.

The difference between requests and resources is growing greater year by year. As a result, we are having to develop criteria upon which decisions can be based regarding which projects to sponsor. It is fair, we think, to inform you of the criteria being applied.

General Criteria Applied for Determining Project Support

1. Proposals from teacher organizations take precedence over other organizations/institutions; national teacher organizations take precedence over regional and international ones.

2. Projects that are a part of a comprehensive long-term (e.g. 3-5 or more years) development plan for the organization take precedence over the single facet short-term ones.

3. Projects proposed by fledgling organizations may take precedence over those proposed by organizations with which CTF has been cooperating for many (12-15 or more) years.

4. Project proposals which demonstrate a commitment (e.g. the application of financial and/or human resources) by the proposing organization will take precedence over those which do not.

5. The least developed (in economic terms) organizations from the least developed countries will have a high priority for the application of CTF funds.

6. Organizations that have demonstrated a willingness to prepare and forward to CTF appropriate reports, both evaluative and financial, will be given priority over those which fail to do so.

In addition to these general criteria, we try to ensure that about half our annual budget is expended on professional projects that reach, directly, classroom teachers. The other half of the budget is divided about evenly between leadership training projects for offices, national and local, and school representatives of teacher unions and organizational development projects. Furthermore, we try to ensure that there is a fair distribution of resources among regions, i.e. Africa, Asia (including the South Pacific), the Caribbean and Latin America.

Even after consideration of all the foregoing, it often happens that we do not have the funds to support some equally deserving projects. We must, then, arbitrarily choose one over the other or give partial support to all.

In December 1985, the Trustees of the CTF Trust Fund approved thirty-eight projects to be carried out in cooperation with twenty-eight organizations. While we are delighted to be able to do this much, we regret very much that so many projects had to be turned down, projects that, if we had the money, we would gladly support.

If you have any thoughts concerning the ideas contained herein, we would be pleased to hear from you.

1986 06 04

TO: TRUSTEES OF THE CTF TRUST FUND

FROM: Robert M. Barker, Director, International Programs

RE: THREE-YEAR PROJECTIONS -- 1987-89

A. The Principles

1. Introduction

1.1 It has been realized for a number of years that the division of the IDAP Program into three principle areas of expenditure, plus two minor ones, is no longer adequate to our planning, decisionmaking and administrative needs. This division tends to obscure the priorities determined from time to time by the Trustees. While Academic and Professional Upgrading (Project Overseas) is no less important now than it was twenty years ago, under this title we include in-service programs in both Mali, one of the poorest countries of the world, and Trinidad which is really a "developed" country in a developing area. Should we do one and not the other? What possible criteria could we have that would allow both to be done in the same category?

1.2 Furthermore, it is most difficult to determine, when money is short, whether a leadership project in The Gambia or in Kenya should be sponsored.

1.3 It is not that the CTF-IDAP does not have priorities, it does. For example, in-service training, leadership training, organizational support, professional development, programs for women, coops and credit unions, etc. are all priorities and it is difficult to think that any of these would cease to be important in the development of education and of teacher organizations.

1.4 What is being planned here is an international development assistance program. In its most basic terms, therefore, it is poverty and the alleviation of poverty that is on the agenda. If poverty, and its alleviation, is the agenda of development assistance, this fact should be paramount in all planning and decision-making.

1.5 CTF is a teacher organization engaged in a development assistance program. It is natural for it to be principally concerned with the organized teaching profession in particular and education in general. Furthermore, because CTF development assistance funding has traditionally come from teachers and their organizations and from the public purse (CIDA), CTF has conducted its development program for the public good in an ideologically non-partisan manner - as far as it is possible to do so. (It is recognized that "non-partisan" sometimes means offering assistance to two or more partisan groups.)

1.6 Canadian teacher organizations have traditionally been concerned with both the professional and economic interests of their members and they have recognized that in education the two are inextricably linked, point granted by the ILO/UNESCO Recommendation concerning the Status of Teachers.

1.7 It is proposed that the foregoing general principles guide the establishment of the 1987-89 program. Furthermore, the format of the projections which follow are guided by these principles.

2. Priorities

2.1 It is proposed that, in making development assistance decisions, the wealth of a country, as measured by the gross national product per capita, be of paramount importance.

2.2 For practical reasons, it is convenient to group countries realizing that there is probably little practical difference measured by a few dollars. It must also be recognized that the cast-off between one group and another is somewhat arbitrary and that the actual differences between two countries in two contiguous groups may be slight. It would also, however, have to be realized that the difference between two groups, separated by a group, is probably significant.

2.3 See Appendix A for the groups. Information concerning the GNP per capita followed by the life expectancy at birth figures are taken from the CIDA map, "A Developing World".

2.4 It is proposed that the CTF/IDAP continue to work principally with teacher organizations. In instances where there is not a teacher organization operational, it is proposed that CTF work with ministries and/or other groups providing educational services, such as churches, etc.

2.5 Teacher organizations with which CTF has worked, or at least knows about, may also be grouped in categories matching their respective countries. However, in scanning such categories, it is immediately obvious that some teacher organizations, for various reasons, are either better, or worse, than others in the same "country" category. It is possible to give such

organizations either one or more pluses (+) or (-) and move them from one category to another. For example, Ghana is in country category two, i.e. GNP/C $360 - $730 but the Ghana National Association of Teachers with a sure income, national headquarters with both elected officers and paid staff, regional and branch organizations, some with paid staff, and a solid program of professional and economic services, is in many respects superior to those in the same country category.

2.6 Therefore, Appendix B shows six categories of teacher organizations adjusted somewhat from the categories of Appendix A to take into account the present stage of development of the teacher organizations. It is acknowledged that this exercise is very imprecise and depends on the knowledge one person has of these organizations. More must be done to describe the development characteristics of organizations precisely but in the meanwhile, discussions with other knowledgeable people would help group organizations.

2.7 It is proposed that a very high proportion of the CTF/IDAP be committed to proposals put forward by teacher organizations in categories 1,2 and 3 or from organizations in countries of the first and second country categories.

2.8 Teacher organizations in Africa, Asia, Central America, and the Caribbean, have formed regional teacher organizations. It is proposed that the CTF/IDAP support these organizations according to their ability to deliver projects to their respective constituencies referred to in 2.7 above.

3. Other Very Important Considerations

3.1 Development is necessarily a long-term process, particulary in education generally and, to a lesser extent, in teacher organizations. By long-term is meant a generation or more. However, for practical purposes, it is suggested that for the purposes of this program, long-term be considered five to seven years; medium-term be considered two to four years and short-term, one year or less.

3.2 It is proposed that long-term educational and/or organizational development plans, be given precedence over medium-term plans, and likewise, medium-term over short-term. It is recognized that the development of such plans is itself a mark of already sophisticated organizations, or at least sophisticated leadership, and, therefore, the development of such plans should be given the most serious consideration by Trustees and staff.

3.3 Teacher organizations are not usually uni-dimensional. Even those claiming to be totally committed to either professional or trade-union matters are multi-faceted within that constraint. It is also likely that organizations that are multi-faceted need to develop many sides at once, or at least consecutively.

3.4 Therefore, it is suggested that comprehensive development plans should receive precedence over those that are not. It is possible that CTF may be asked to concentrate on only one aspect of the plan but the whole plan should be made known.

3.5 The CTF/IDAP depends principally for funding on its Member organizations, principally because it is on the basis of these funds that other grants are received. Member organization support has been geared mainly to providing Canadian teachers to assist in professional in-service programs for unqualified or under-qualified teachers in developing countries. Also of great importance to the Canadian educational scene are these returned volunteers.

3.6 It is proposed that long-term, comprehensive educational and/or organizational plans that include the use of Canadian educational personnel will take precedence over those that do not.

4. Other Considerations

4.1 Both from the point of view of the organizations overseas and of CTF, there are other important considerations, which may be listed, not in order of priority, as follows:

4.1.1 programs for women
4.1.2 English/French speaking balance
4.1.3 regional balance (Africa, Asia, Caribbean, Latin America, South Pacific)
4.1.4 political rights violations (including trade union rights)
4.1.5 interorganizational cooperation, e.g. CTF/WCOTP; CTF/AATO; etc.

4.2 Of equal importance to 4.1 is a consideration of the following matters:

4.2.1 will the effects of the program be felt by the child in the classroom, and especially in the rural classroom?
4.2.2 will the effects be felt by the classroom teacher particularly the rural classroom teacher?
4.2.3 will the effects of the program be felt by the "grass-roots" of the organization immediately or at least in the forseeable future?

4.3 In addition to being comprehensive and long-term, development plans should include the following:

4.3.1 measurable developmental outcomes (it being recognized that some of the most important educational and/or organizational outcomes are not immediately quantifiable, but some are) with a procedure for analyzing and reporting them;

4.3.2 procedures for ensuring a safe and correct accounting system for funds;

4.3.3 a timetable for implementation, evaluation and reporting;

4.3.4 specific organization commitments of human and financial resources.

5. Special Note

5.1 Always in the forefront in considering the development plans of organizations is that, as noted in 3.2 above, planning is a process which itself is learned and requires practice. It needs, therefore, to be understood that many organizations in Categories 1, 2 and 3, that are meriting assistance might seem to disqualify themselves on the basis of considerations outlined in numbers 3 and 4 above.

5.2 Initially, such organizations may require the assistance of CTF over a number of years to develop a planning capacity. As noted in 3.2, this needs to be given very serious consideration at all times and, for such organizations, over a long enough period to permit the development to take place.

5.3 It needs also to be noted that the leaders of some organizations are interested primarily in short-term gain or refuse to institute the kinds of systems for accounting and reporting that will safeguard the integrity of the CTF program. Assuming appropriate efforts have been made, it is suggested that CTF simply declare the two organizations incompatible and break off relations.

EXCERPT FROM 1986 04 11-12 TRUSTEES' MINUTES

4. POLICY

THAT the following suggestions be borne in mind by Staff in developing the program plans for 1987-89:

(a) That for the next cycle of CIDA funding, a ratio of 2:1 funding from CIDA be anticipated; further, for the cycle following, a ratio of 3:1 be considered.

(b) That expansion of the IDAP to Central and South America, New Guinea and China be favored; initially, such expansion could be limited to Project Overseas. The necessary contacts should be made in order that such expansion could begin in 1987.

(c) That for the next decade, high priority be given to requests for projects which address the educational needs of women.

(d) That high priority be given to requests from countries that are least developed (as defined by literacy rate, income per capita and life expectancy).

(e) That, during 1986-87, a meeting be called of affiliate organizations interested in working with teacher organizations in the Caribbean. The purpose of the meeting would be to establish a specific relationship between a Caribbean island, where the membership is low, and a CTF affiliate with a view to strengthening the island organization over a minimum five to ten year period.

(f) THAT IDAP continue to respond to requests from teacher organizations, ministries and other educational organizations in developing countries. However, as a general rule, priority be given to requests from teacher organizations affiliated with WCOTP. Further, if a project is undertaken in cooperation with a regional teacher organization, the national organizations involved should be the implementing agencies.

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APPENDIX D

The Impact of Project Overseas in Africa

by

T.A. Bediako

THE IMPACT OF PROJECT OVERSEAS IN AFRICA

by T.A. Bediako
WCOTP/CTF/AATO Representative
All Africa Teachers' Organization

Teachers' organisations in Africa, particularly since independence, have gradually grown into important social institutions in their societies. They are functioning firstly as a trade union promoting, protecting and defining the rights as well as the interest and welfare of their members.

Secondly, the teachers' organisations function as professional bodies concerned with the principles, practices, quality, technical and ethical standards of the teaching profession. They are influencing the formulation and implementation of educational policies in their societies.

Within the last 25 years (1960-1985) there has been a growth from voluntary mission-oriented bodies and splinter groups into viable professional and trade union bodies. It is important to note that many countries in Africa have single teachers' organisations thus eliminating unhealthy rivalry, wasteful duplicating and minimizing conflicts which used to dominate their activities in the past.

At the continental level, out of virtually nothing an independent pan-African teachers' organisation which embraces all national teachers' organisations in member states of the OAU, recognised liberation movements and the African Teachers' Association of South Africa (ATASA) has been borne, nursed and nurtured into a formidable organisation known as the All Africa Teachers' Organisation (AATO).

The AATO provides a pan-African platform and forums for all teachers and their organisations irrespective of creed, sex, political orientation and international affiliations to discuss and suggest possible solutions and strategies for dealing with the complex educational problems and issues facing Africa.

National teachers' organisations and the All Africa Teachers' Organisation could not have made these achievements without the support, advice and co-operation of the Canadian Teachers' Federation and other national and international teachers' organisations like WCOTP.

For the past two decades the CTF, through its Project Overseas programmes, has made a great positive impact on teachers and their organisations in Africa. Teachers and teacher leaders from various provinces of Canada and over 25 African countries have met, worked and grown together in concord, love and peace as ably amplified in the Teachers' Song of Dedication of the Ghana National Association of Teachers. "We shall unite as Teachers still. And work in concord, love and peace."

It is very rare for non-governmental organisations to have bilateral programmes that could continue for more than one decade in unstable, complex, developing and underdeveloping situations in many parts of Africa. Between 1960 and 1962, 22 former African colonies achieved independence and since then over 70 major military changes or attempted changes of government have been initiated by armed forces of independent African states. This, coupled with other political, social and economic crises, could have had very negative effects on teachers' organisations and their programmes especially bilateral and multilateral projects.

The remarkable thing is that the teaching profession must be given credit for it - that education and bilateral activities of African teachers' organisations and CTF, except in a few cases, continue. There has been remarkable development in terms of expansion, innovation and quality of various programmes in "Project Overseas" in Africa.

The writer agrees with previous comments by educationists that there is something unique about the Canadian Teachers' Federation's Development Co-operation Programmes among teachers' organisations in the world.

The main objective of the CTF cooperative programmes, as understood by many African teachers' organisations, is to assist teachers' organisations to improve and strengthen their structure and activities meant to provide professional, economic, social and other services to their members and help develop relevant educational programmes for the benefit of students, teachers and society in general. The long-term goal is to help teachers and their organisations develop their own competences to enable them to contribute to providing a better quality of life for its members and society in general.

The major factor that has helped Project Overseas succeed and to continue in many African countries despite the political, social and economic upheavals is that Canada is not perceived as a super power with a history of exploitation and imperialistic tendencies. "Project Overseas" programmes are also based on principles that generate trust and internal independence of African teachers' organisations. In almost all cases the host organisation determines its needs and priorities and CTF responds to the needs and assists in providing resources, both human and material, to satisfy the needs.

... CTF does not have any prescriptions. Its role is more of a facilitator rather than a director.

The "Project Overseas" programme began in Nigeria in 1962 as a development of WCOTP-CTF Co-operation and continued as a summer volunteer programme in which teams of Canadian teachers work with their counterparts in developing countries to offer inservice courses to teachers.

In addition to satisfying the needs of teacher organisations in Africa, "Project Overseas" provides enriching experiences for Canadian teachers who have participated in such activities. It also continues to provide an experience that strengthens, in an intensely personal way, the commitment of participants, the ideals and the potentials of the organised teacher community. All who participate are profoundly affected by the experience.

Since 1962 the "Project Overseas" programme has expanded to include organisational, professional and leadership training programmes as well as economic activities as multi-purpose co-operatives (Credit Unions, Consumer and Teachers' Housing Co-operatives, in Ghana, Sierra Leone, Mali). Project Overseas now includes special staff development programmes, provision of consultants to assist in the development of projects in the field of membership education and drive, book development and credit unions (Ghana, Gambia, Swaziland). Special assistance and support are being given to organisations to establish their secretariats, employ full-time staff and to get the necessary logistical support for the efficient running of the organisation (Ghana, Gambia, Ivory Coast, Zimbabwe, AATO). Special programmes for top leadership as well as the grassroots and women have been sponsored by CTF (Zaire, Congo, Brazzaville, Ghana, Liberia, Zimbabwe, Sierra Leone).

The CTF-John M. Thompson Fellowship was established, under which union officials, both elected and appointed staff, visit Canada to interact with their colleagues at the headquarters of CTF and provincial associations. As well, the inter-African French-speaking countries fraternal visits program has not only equipped the beneficiaries with new knowledge and skills but also contributed to inter-personal relationships among African and Canadian teachers. They have also contributed to the development of education and mutual respect and understanding among teachers and people with different cultural backgrounds and stages of development.

The most popular programme under Project Overseas has been the inservice training programmes. In most cases a Project Overseas programme in a country starts with an inservice programme in the form of upgrading courses, (Ghana, Zimbabwe, Gambia) refresher courses in specific subjects (Togo, Zaire, Uganda) or special programme meant to introduce new programmes or subjects in a particular country (Nigeria), and preservice programmes for unqualified teachers (Kenya, Sierra Leone, and the Gambia).

The concentration on inservice education is expected and also very much appreciated because with the great expansion in education in Africa, many teachers' organisations are faced with problems of unqualified and underqualified teachers. Futhermore, innovations in educational systems to make them more relevant bring about the need for orientation and inservice training for both old and new teachers and with limited resources of governments, teachers' organisations are in almost every country in Africa expected to contribute or initiate their own training programmes as a contribution to national development.

The inservice training programmes are considered important and CTF participation would also continue to grow because it is believed that pre-service and in-service education of Teachers is basic to the concept of lifelong education. Its improvement is vital to the betterment of socio-economic conditions of people throughout the world.

The intensification of inservice education by teachers' organisations and CTF is a recognition of the essential role of teachers in the education system regardless of level or type as well as the decisive effect of the qualifications of teachers on the quality of education. Only a teacher perfectly prepared for his/her profession and who improves his/her skills by lifelong education, it is believed, can fulfill the demanding tasks of education.

Special programmes in Zimbabwe for the upgrading of Primary school teachers to cope with teaching in secondary schools after the great expansion, immediately after the independence of Zimbabwe in 1980, and in Gambia for the up-grading of unqualified teachers, need special mention and commendation. The Three-Year Rehabilitation Programme for Education jointly sponsored by CTF, CIDA and Uganda Teachers' Association immediately after the overthrow of "Amin" is yet another example of CTF's readiness to respond to urgent calls of colleagues in Africa.

The story of the impact of Project Overseas in Africa would not be complet if the assistance given to the All Africa Teachers' Organisation is not mentioned. CTF has provided funds for AATO to organise special workshops on some current critical educational issues like development of Co-operatives among teachers' organisations, Education Finance and Environmental Education. Assistance is being given to AATO to enable it to establish a sub-regional office in Lomé, Togo and to maintain its present part-time staff as well as procurring and maintaining office equipment. AATO's continued existence is partly due to CTF support.

Project Overseas programmes have also helped to bring about inter-regional cooperation among teachers' organisations in Africa. For example, organisations in Ghana, Nigeria, Liberia, Sierra Leone and The Gambia are benefiting from the skills acquired by their leaders and staff. In recent years the GNAT has not only involved its colleagues from these countries in its own programmes but also provided resource persons to assist in programmes in Sierra Leone, The Gambia and Liberia. The Nigeria Union of Teachers sponsored a staff member to assist in a programme in Zimbabwe immediately after independence. The Sierra Leone Teachers' Union is now in a position to assist others to establish credit unions after benefiting from CTF programmes in Ghana. The Executive Secretary of ZINTA was a resource person in a programme in Mozambique having earlier benefited from CTF and other assistance programmes.

The knowledge and skills being used in co-ordinating activities of AATO and WCOTP by officials and representatives of AATO were partly acquired in Project Overseas programmes. It is therefore important to stress the multiplying effect aspects of Project Overseas. It is equally true that teachers from the various provinces of Canada have come to know and understand themselves better through Project Overseas.

It is quite natural that projects of this nature should have both intended and unintended outcomes. Some of the intended outcomes have been highlighted but one or two unintended outcomes need to be stated.

When CTF started Project Overseas in Africa in 1962, only a few teachers' organisations, including WCOTP, were involved in Development Co-operation or assistance programmes. After 25 years not only the number of organisations has increased but Project Overseas is now in Africa, Latin America, The Caribbean and Asia. There are now varied programmes organised more regularly and efficiently.

During this period, WCOTP, the Ghana National Association of Teachers, and other organisations have played vital roles in helping to modify and expand Project Overseas programmes to meet diverse needs of teachers in developing countries. The GNAT and CTF within the last 18 years have carried out programmes of all kinds starting from Vacation Upgrading and then Leadership, Staff Development, Teachers' Co-operatives, Book Development, Specialised Training through the CTF Trust Fund Fellowship Plan as well as material assistance in the form of a printing press, vehicles and office equipment. Similar continuous programmes are being undertaken in Mali, Zaire, Sierra Leone, The Gambia, and Zimbabwe.

Another unintended outcome of Project Overseas is the ambassadorial roles of Canadian teachers in African countries. Through formal and informal meetings, courtesy calls on politicians, chiefs and church dignitaries, Canada and her people are better known and appreciated. In some countries they are referred to as unaccredited ambassadors or Canada. The visitation of teacher leaders to Canada under the CTF-John M. Thompson Fellowship, it is believed, has yielded similar results.

The presence of CTF and various programmes have not only strengthened teachers' organisations but have also enhanced their political and social images in various countries. It has also provided what has been described as "Political Insurance Cover". A Minister in Ghana once said, "Colleagues, we have to be aware that we are not dealing with GNAT alone. Whatever action we take against GNAT will have international implications for us. They have strong ties with Canada and we cannot afford to strain our relations with Canada for obvious reasons".

Admittedly Project Overseas in Africa could not have been carried out for two decades without problems. There have been ups and downs in a few cases, some hasty projects, unforseen political and economic crises, inaccurate reporting and occasional disappointments on both sides. These are unexpected and one should not be surprised or discouraged when they happen. The most important thing is that these difficulties have been handled within the CTF and the teachers' organisations without outside intervention.

There is no doubt at all that Project Overseas has made a great positive impact on Teachers and their organisations and the development of education in Africa. The interest in the programme is growing and the main problem in future could be inability of CTF to meet the growing needs of teachers' organisations abroad.

But it is hoped that with the support of CTF and its Member organisations, as well as other teachers' organisations in the industrialised and developing world, teachers' solidarity through development co-operation will continue.

"We shall Unite as Teachers
And Work in Concord, Love and Peace
And Make Our Nations Great and Strong".

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1986 05 13

APPENDIX E

Visits to Countries

VISITS TO COUNTRIES

Africa

Cameroon -- July 23-30, 1985
The Gambia -- August 21-28, 1984
Sierra Leone -- July 30-August 3, 1985

Asia

India -- August 13-17, 1984; October 16-18, 1985
Thailand -- August 3-11, 1984; May 12-22, 1985; August 8-17, 1986

Caribbean

Antigua -- December 24-28, 1985
St. Kitts -- December 20-24, 1985
St. Lucia -- December 16-20, 1985

APPENDIX F

Categories of Developing Countries (from Least Developed to Most Developed) Based on Gross National Product/Capita

CATEGORIES OF DEVELOPING COUNTRIES (FROM LEAST DEVELOPED TO MOST DEVELOPED) BASED ON GROSS NATIONAL PRODUCT/CAPITA

COUNTRY		GNP/C (US$)[1]	LIFE EXPECTANCY[2]	LITERACY[3]
1. GNP/C under US$360				
Bangladesh	*	$ 100	49.8	25% (1981)
Benin	*	320	44.5	20% (1982)
Burkina Faso	*	240	44.0	5% (1984)
Burundi	*	230	46.0	25% (1983)
Central African Republic	*	320	45.0	20% (1983)
Chad	*	110	45.0	7% (1977)
China		300	68.8	+75% (1983)
Equatorial Guinée		180	46.0	20% (1977)
Ethiopia	*	140	44.9	8% (1981)
Guinea	*	300	42.2	20% in French (1983)
Guinea-Bissau	*	190	45.0	9% (1982)
Haiti	*	300	54.7	10-20% (1981)
India		260	54.5	36% (1982)
Madagascar		330	51.5	53% (1982)
Malawi	*	200	47.0	25% (1983)
Mali	*	190	44.0	10% (1984)
Nepal	*	150	57.9	20% (1982)
Niger	*	330	44.5	5% (1982)
Pakistan		350	52.1	24% (1984)
Rwanda	*	250	51.5	37% (1983)
Sierra Leone	*	320	36.0	15% (1984)
Somalia	*	280	44.9	5-10% (1984)
Sri Lanka		300	69.5	85% (1983)
Tanzania	*	280	53.0	66% (1984)
Uganda	*	220	54.0	N.A.
Vanuata		350	68.9	N.A.
Zaire		210	52.0	40% males 15% females (1983)

1. Source: A Developing World (CIDA map), 1984.
2. Source: A Developing World (CIDA map), 1984.
3. Source: Background Notes, U.S. Department of State.

*=Least Developed Countries

COUNTRY	GNP/C (US$)[1]	LIFE EXPECTANCY[2]	LITERACY[3]
2. GNP/C US$361-$829			
Bolivia	$ 600	53.1	75% (1983)
Djibouti	480	59.9	20% (1982)
Egypt	650	59.8	40% (1982)
El Salvador	650	67.1	30% (rural) 50% (urban) (1981)
The Gambia	370	37.0	12% (1982)
Ghana	400	54.0	30% of adults (1983)
Guyana	720	69.8	85% (1982)
Honduras	600	62.6	47% (1982)
Indonesia	530	55.0	64% (1983)
Kenya	420	55.3	25% (1982)
Kiribati	420	65.2	N.A.
Lesotho	540	51.3	55% (1981)
Liberia	520	51.0	24% (1984)
Mauritania	460	46.0	17% (1981)
St. Vincent	630	70.4	N.A.
Senegal	430	45.3	5-10% (1981)
Sudan	380	50.3	20% (1982)
Swaziland	760	51.0	65% (1983)
Togo	380	50.9	10% (1981 est.)
Tonga	530	71.7	90-95% (1979)
Zambia	600	53.3	54% (1982)
3. GNP/C US$830-$1,500			
Belize	1,080	66.7	+80% (1982)
Botswana	1,010	56.5	24% (1983)
Cameroon	880	50.0	65% (1983)
Colombia	1,380	64.8	81% (1970)
Congo	1,110	48.5	+50% (1983)
Cook Islands	1,170	71.7	N.A.
Costa Rica	1,430	73.7	90% (1982)
Dominica	750	70.4	95% (1981)
Dominican Republic	1,260	64.6	62% (1981)
Ecuador	1,180	64.9	90.5% (1984)
Grenada	850	70.4	85% of adults (1984)
Guatemala	1,140	63.4	47% (1981)
Ivory Coast	1,120	49.0	24% (1983)
Jamaica	1,180	71.4	82% (1982)
Mauritius	1,370	68.2	61% (1982)
Morocco	860	60.4	20% (1982)
Nicaragua	860	63.3	87% (1983)
Nigeria	870	50.5	25-30% (1982)
Papua New Guinea	840	56.3	N.A.
Peru	1,170	61.4	72% (1976 est.)
Philippines	790	66.5	88% (1983)

COUNTRY	GNP/C (US$)[1]	LIFE EXPECTANCY[2]	LITERACY[3]
3. GNP/C US$830-$1,500 (cont'd)			
St. Kitts & Nevis	$1,040	71.8	N.A.
St. Lucia	970	70.4	78% (1981)
Swaziland	760	51.0	65% (1983)
Thailand	770	64.2	84% (1983)
Tunisia	1,420	63.1	62% (1982)
Zimbabwe	870	57.8	45-55% (1982)
4. GNP/C US$1,501 and over			
Antigua and Barbuda	1,550	71.8	N.A.
Argentina	2,560	70.6	94% (1984)
Bahamas	3,620	71.8	89% (1982)
Barbados	3,500	72.7	99% (1982)
Brazil	2,220	64.9	76% of adults (1978)
Chile	2,560	68.3	90% (1983)
Fiji	2,000	73.5	75% (1983)
French Guiana	3,430	64.5	N.A.
Gabon	3,810	51.0	65% (1983)
Malaysia	1,840	68.5	75% (1983)
Montserrat	1,640	71.8	N.A.
Namibia	1,960	50.2	whites nearly 100% others 28% (1983)
Panama	1,910	72.1	85% (1982)
Paraguay	1,630	66.1	81% (1982)
Singapore	5,240	73.1	84% (1982)
South Africa	2,770	55.5	50% blacks 98% of whites (1982)
Suriname	3.030	70.6	80% (1982)
Trinidad & Tobago	5,670	71.3	95% (1982)
Uruguay	2,820	71.0	94.3% (1982)
5. GNP/C Unknown			
Anguilla	N.A.	N.A.	N.A.
British Virgin Islands	N.A.	70.2	N.A.
Cuba	N.A.	74.0	96% (10-49 yrs) (1983)
Curacao	N.A.	N.A.	N.A.
Mozambique	N.A.	51.4	14% (1983)
W. Samoa	N.A.	71.7	90% (1983)

APPENDIX G

CATEGORIES OF DEVELOPING COUNTRIES (FROM LEAST DEVELOPED TO MOST DEVELOPED) BASED ON CONSIDERATION OF WEALTH, HEALTH, LITERACY AND RELATIVE STRENGTH OF THE NATIONAL TEACHER ORGANIZATION

CATEGORIES OF DEVELOPING COUNTRIES (FROM LEAST DEVELOPED TO MOST DEVELOPED) BASED ON WEALTH, HEALTH, LITERACY AND RELATIVE STRENGTH OF THE NATIONAL TEACHER ORGANIZATION

Category 1

Ethiopia
Haiti
India (AIFEA)
Nepal
Sri Lanka (ACUT G et al.)

Category 2

Bangladesh
Botswana
Burkina Faso (SNEAHV)
Burundi
Central African Republic
China
The Gambia
Guinea
Lesotho
Liberia
Malagasy Republic
Malawi
Mali
Mauritania
Mozambique
Niger
Swaziland
Rwanda
St. Kitts
Sierra Leone
Sri Lanka (ACUT)
Somalia
Sudan
Tanzania

Category 3

Cameroon (ACT)
Egypt
El Salvador
Grenada
Guyana (GAMM and GTU)
Honduras (COLPROSUMAH)
India (AIPTF)
Indonesia (PGRI)
Nicaragua
Nigeria
Papua New Guinea
Peru
Philippines
St. Lucia
St. Vincent
Senegal
Thailand
Togo
Uganda
Zaire
Zambia
Zimbabwe

Category 4

Anguilla
Antigua
Belize
Chile
Congo
Cook Islands
Fiji (FTA)
Ghana
Ivory Coast
Jamaica
Kenya
Malaysia
Mauritius
Morocco
Solomon Islands
South Africa (ATASA)
Tunisia
Western Samoa

Category 5

Argentina
Barbados
Brazil
Costa Rica
Fiji (FTU)

Category 6

Bahamas
British Virgin Islands
Montserrat
Trinidad

BIOGRAPHY

Dr. George E. Richert received his M.Ed. in Educational Administration from the University of Saskatchewan in 1965 and his Ph.D. in Educational Administration from the University of Alberta in 1968.

He is currently a Professor with the Faculty of Education at the University of Regina; he was Dean of the Faculty from 1980 to 1983.

His international experience includes two years in Nigeria as a CIDA Visiting Expert in administration at the Univeristy of Lagos (1971-73); Chairmanship of the University of Regina's Ghanaian Task Force which developed a program for teacher educators from the Kumasi Technical Teachers' Training College (1973-76); and serving as the Canadian representative on the Steering Committee of an International Teacher Training Project sponsored by IMTEC (a Norwegian education development foundation) and OECD.